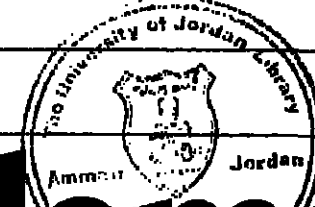


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THE TIMES



Educational Supplement

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NUT set for pacesetter deal with Sheffield

by David Lister

The National Union of Teachers is on the verge of negotiating a "contract" for its members in Sheffield - the first with any local authority.

The collective agreement, which should be signed within the next few weeks, is intended to safeguard a minimum level of provision for the education service in a city certain to be rate-capped.

But, in effect, it will amount to a contract for the city's teaching force, with a written commitment from the authority on such things as class sizes and time off for in-service training. Contentious matters such as lunchtime provision are not being discussed. The NUT has drawn up a list of 30 authorities, all threatened with cuts in government grant, with which it hopes to sign similar agreements. Negotiations with two more authorities are expected to begin shortly, though the inner rate-capped L.E.A.s, Brent, LEA and Haringey, have not yet had any formal talks with their teachers.

Indeed, there is a good deal of bewilderment and a little alarm among some Labour authorities over what Sheffield is doing. Some feel that the NUT is getting an excellent written agreement from the authority but not actually giving anything in return.

In fact, the NUT's only concession is to agree not to press for any further improvements on the agreement for next year.

The doubters are also worried that if Sheffield fails to keep to the terms of the agreement then the Labour authority will get the blame from the teaching force and the local electorate, and not the government for rate-capping the authority.

However, Sheffield, which hopes to sign similar agreements with other public service unions, feels that once it is rate-capped, it will be able to tell the government that it has a signed agreement with its workforce and cannot

break it.

A National Union of Teachers spokesman said this week that the agreement with Sheffield would not be binding in law but definitely had "contract implications in that it is bound to have some effect on the conditions of service of every teacher in Sheffield."

The agreement is being negotiated by the NUT along with the other TUC-affiliated teachers' union, the NAS/UNT, but its terms will apply to every teacher in the city.

It basically safeguards in writing the present position on class sizes, time off for in-service training and cover arrangements. The teachers are not looking for any improvements in conditions in this or any other local agreement along these lines.

Mr Mike Bower, chairman of Sheffield education committee, was this week coming under pressure in private discussions with other politicians at the North of England Education Conference not to proceed with the agreement.

However, he told *The TES* that the authority was still planning to go ahead, saying: "What we get out of this is a combined defence of the education service between ourselves and the teacher unions."

He added that it was clear that once the agreement was signed the teacher unions would take action if the level of resources fell below the agreed level. But he said that such industrial action would not necessarily be against the present authority.

With the uncertainties surrounding rate-capping, it could be taken against a successor authority or even government commissioners.

There still remained the possibility that the present Labour authority would resign once rate-capping came in.

Nursery schooling and the cuts - page 5



Bright sparks... John Morgan, 12, of West Byfleet, Surrey, and Zillah Myers, 10, from Bude, Cornwall, get charged up on the high voltages of a Van der Graft generator at the Test Bed exhibition in London's Science Museum in South Kensington. The museum will this year open a major new gallery of similar showpieces with participation as their theme.

New exam techniques for senior staff

by Bert Lodge

The Government wants 60,000 heads of department to be sent on two days training in assessment techniques for the new GCSE examinations; so that, on their return to school they may train their colleagues.

Under the plans the DES would make a special grant of £6m towards supply cover of senior staff away on assessment training. This would meet about 70 per cent of the cost with L.E.A.s expected to meet the rest.

The first phase of the programme would begin this month and continue until December, when assessment experts would prepare programmes, manuals and video materials.

But at a meeting of examining boards and local authorities last month, in-service trainers condemned the proposals as simplistic, unrealistic and imposing another burden on hard-pressed authorities.

Tories bid to take 100,000 off dole Cabinet considers under-18 job boost

by Biddy Passmore

Cabinet ministers will consider a package of job training measures this month that could create up to 100,000 extra jobs for school leavers and take all under-18s off the unemployment register.

The moves will be announced in a White Paper which may be timed to coincide with the Chancellor's tax-cutting Budget in March. Although the paper will be published by Mr Tom King, the Employment Secretary, it is likely to contain many ideas from the Cabinet "enterprise unit" headed by Lord Young of Graffham.

It may be accompanied by the announcement of five new Whitehall "task force" teams to help tackle deprivation and unemployment in inner city areas.

These, which will be similar to the team already set up for Liverpool, will probably cover Birmingham, Manchester, Newcastle and the London boroughs of Hackney, Islington and Lambeth. They are the joint brainchild of Lord Young and Mr Kenneth Baker, the local government minister.

Among the White Paper measures which will affect young people is the ending of supplementary benefit for 16- and 17-year-old schoolleavers who refuse a place on the Youth Training Scheme.

This idea, first canvassed by Lord Young in a speech to the Building Employers' Federation early last month, has already won the enthusiasms

of the Prime Minister, who has also implied that she is prepared to back an extension of the training period to two years.

But careers officers and others involved with the scheme have warned that the injection of up to 100,000 unwilling youngsters into a scheme currently planned for 375,000 could be an administrative nightmare.

Also under consideration is the abolition of wages councils, which guarantee workers a minimum wage in some low-paid industries. This would give employers the freedom exercised in parts of Europe to pay school-leavers a fraction of the adult wage and could, ministers estimate, create an extra 50,000 jobs.

This could be combined with cuts in National Insurance contributions for young workers, making it even more attractive for firms to hire schoolleavers, and possibly create a further 50,000 jobs.

An expansion of the community programme for the long-term unemployed is widely expected. Doubling the scheme's £560 million budget could, it is thought, increase the number of places from 130,000 to nearly 400,000 and would help 18- to 24-year-olds who have been out of work for more than six months.

The TES
The price of *The Times Educational Supplement* goes up to 55p from today.

Unions braced for Sir Keith broadside

by Mike Durham

The teaching unions were preparing themselves for a strong reminder by the Education Secretary today that he intends to press ahead with his plans for assessment of classroom teachers.

Sir Keith Joseph is expected to tell the North of England Education Conference in Chester today that regular appraisal of teachers will form an integral part of his programme to

improve teaching standards.

He will reiterate his warnings, already given in a letter to the unions and local authority employers, that unless a means can be agreed he may seriously have to consider legislation.

The reminder comes a few weeks after talks between the teaching unions and employers on a new salary structure - including the possibility of

paying teachers on merit - broke down when the National Union of Teachers withdrew.

In today's speech, Sir Keith is likely to dwell on the merits of better management of teachers, more in-service training, better staff organization and favourable pupil-teacher ratios as the fundamental means of raising the standard of education in Britain's schools.

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Cabinet secrets

David Walker of *The Times* looks at education's explosive role in the Cabinet deliberations of 30 years ago.

Marching orders

Schoolteacher and BBC rugby league commentator, Ray French, has been banned from the Loughborough schools rugby union committee.

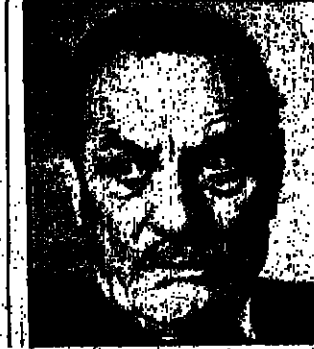
Platform

Enoch Powell on the new barbarism.

Russ Russell and David Parkes on why Britain's education and training may now be as ready for reconstruction as West Germany's in 1949.

Heavenly voices

Two spacecraft are trying to make contact with classrooms.



Arts/Books

Henry Meyrice Hughes on a new report on arts funding in Western Europe; Edward Bligh on the art of autobiography; Robin Buss looks back at the highs and lows of the season's television; Heather Neill on Christmas shows in London; Roy Shaw reviews *Post Education Society*; Lingo and literary competitions; Careers and teacher textbooks.

Resources/Software/Media

Christmas Past: photographs by pupils; Robert Leggat reviews archeology simulation; Jacqueline Magarry on the antics of Podd; Mary Hoffman on *Citizen 2000*.
EXTRA 30-33
Travel: How about exchanging homes with an American family, taking the train to Hong Kong, or learning to wind surf off in Greece? 31-32

PLATFORM

Competence and competition, the report commissioned by the National Economic Development Council and the Manpower Services Commission on training and education in West Germany, the United States and Japan, is widely seen as an important document that will help steer developments in our education and training system over the next few years.

It is timely in that the recommendations it contains strike resonantly with the ideas held in the MSC, the Department of Employment, the DES and in the Government. *Competence and competition* has already resulted in a plan of action from the MSC. Other schemes and responses will no doubt follow. But has it not been well known for many years, particularly to MSC officers, that:

- Formal general education in Japan vastly exceeds that in the UK;
- Formal apprenticeship in West Germany vastly exceeds that in the UK;
- In the US individuals expect to take responsibility for their own destiny.

Why has this knowledge suddenly become of importance? In truth, these revelations are probably not in themselves of very great importance except as steps to support a parallel collection of ideas.

The three systems are quite different in their emphases and one cannot easily draw conclusions from them. The Japanese have a long term view and favour general education while the West Germans have a national preoccupation with apprenticeship. The latter rests on a political consensus that the system must secure the status and identity of all citizens.

In America the dollar is a measure of success while in Japan there is a threat for education, reinforced by the policy of firms in directing their labour force to new courses. From such a mash of varying approaches it is not easy to come to firm recommendations except that we must "join the club" and find new education and training patterns which fit our own cultural preoccupations and predilections.

Where *Competence and competition* stops short is analysing our cultural patterns and relating them to our education and training needs. What is missing is the errant youth country of our own. The report offers a series of assessments and comparative remarks which, even when added together, do not cohere. Some of these aims and recommendations need central government attention as well as that of the local education service.

Most interesting are three sections which draw attention to the responsibilities of employers, trades unions and individuals. Is it the responsibility of the Government to facilitate change in these patterns? Or does government have a distinct responsibility? Has FE shouldered its responsibilities?

We believe that i.e.s., the colleges and the examining and validating bodies have taken on and met their responsibilities – not always quite as quickly or flexibly as one would like, nor always as cheaply, but they have been met.

Parents and young people have seen



Poles apart: the Germans are preoccupied with apprenticeship.

Russ Russell and David Parkes argue that radically different training and education patterns will have to be devised if Britain is to avoid falling further behind other advanced countries such as West Germany.

Keeping up with the Schmidts

difficult employment prospects and have sought education and training as never before.

A rapidly growing number of young people, with their parents' financial support, take on full-time vocational education courses without wages or trainees' allowances. In 1978 110,000 16 to 18-year-olds were taking such non-advanced vocational courses. By 1982 the numbers had risen to 165,000 – a 50 per cent rise in four years.

In 1972 non-advanced FE had 196,000 full-time students. In 1982 it had 355,000, a rise of 80 per cent; again vastly more than the equivalent rise in population. It is, on the whole, these young people, mostly on trade or industry specific courses, that enter work easily, for employers value them.

Colleges have responded to increased demand. Courses were expanded and the staff-student ratio in FE tightened up, lowering the cost per place to ratepayers and taxpayers.

Examining and validating bodies continue to provide colleges with good course designs and structures which, according to the DES, are adequately monitored by employers who are (in general) satisfied. Examining bodies have been remarkably flexible in creating new examinations for courses and running them in the market place without subsidies from government.

The i.e.s., colleges and voluntary services have responded to the vast expansion of first the Youth Opportunities Programme and now the Youth Training Scheme and have become the major contributors. It is not widely appreciated that, if you total in one area the public sector Mode A provision, Mode B and the off-the-job contribution of the colleges made to other Mode A providers, this almost always comprises between 40 per cent and 50 per cent of the YTS provision in that area.

This has been achieved in the biggest

training scheme ever launched in peacetime. It has been achieved within 18 months. FE has continued to respond to other demands such as the Technical and Vocational Education Initiative and the Certificate of Pre-Vocational Education and continued to expand other full-time provision. At the same time, the private sector has contributed only about 55 per cent of YTS provision while running down its own systematic occupational training with associated day release to the colleges. This latter training had been undertaken with content and standards that industry itself established in the past. The diminution of this contribution by the private sector has contributed to the need for state-funded YTS.

FE has a lot to be proud of in its response to the challenge. Above all the quality and experience of its staff are a source of pride. Most FE staff have considerable industrial experience.

The times and the technology are rapidly changing and there is no place for complacency or smugness but we do not think these are widespread in the further education service. The easy, firm basis on which further education built is also changing. Even 10 years ago industrial, trade and professional associations together could meet with FE representatives in the central examining and validating bodies and draft outline syllabuses for teaching and examinations. Industrial training boards (ITBs) could research and be represented. We knew that young people could get good, long-term relevant training in firms, together with work experience, to which work at college was related.

In general this pattern was supported by college liaison with local employers for course development and modification. That pattern could usually be re-shaped into appropriate full-time courses for the minority. Here and there that overall scheme still exists; notably where craft trades survive with an ITB.

Now, the major provision in many trade areas is in full-time education because employers are reluctant either to train or to release employees for education. In many developing sectors, employers' federations and trades unions either do not exist or have little time to develop the concepts of vocational education for their industry. Its labour market and its future, the edge of the future they see only the "now" in this workplace.

But the educated, valued, flexible worker is one that can respond to the "now" somewhere else, in a few years time. Existing structural and financial relationships have run as far as they can and are in dire need of change. That need is widely recognized although every alternative solution is contentious. It may sound an extreme analogue – but our education and training system is like that of West Germany in 1949. The implication, however crude, is that the discontinuity provided by the material collapse of Germany after the Second World War created the motivation either to make existing structures work or to mould them in

such a way as to be more likely to work, in terms of cooperation rather than conflict or the containing of conflict within structures with perceived outcomes.

There is now a major discontinuity in the UK. In truth almost any alternative system, if applied with determination, will do better, as the *Competence and competition* report shows. Systems and structure alone are not the answer. It is the intangibles of motivation and will, the desire to make things work that are at the heart of a solution. We are at a change-window. Is our economic and training collapse sufficiently bad to give us the determination to rebuild?

What the system needs is new models, new processes which are well thought out, well evaluated, perhaps by a few new exemplar projects sited and passed on. But first we need a target. The target for further education and training might be this:

All people entering work and production before the age of 21 shall do so after a widely recognized and valued course of education and training and a widely recognized and valued certificate. That education, training and certification shall relate knowledge, experience, skill and determination to produce competence: and for most of the skilled, determined, competent people we need that will mean a two or three-year programme.

Within the current dialogue on vocational education and training some new mechanisms have already appeared. For example, in response to YTS, chambers of commerce, employers and colleges have cooperated in the establishment of consortium managing agencies. Some chambers have established former relationships with local authorities in developing manpower information and planning systems. Local steering committees have been established with membership that includes MSC, local authorities, colleges and employers. The accredited centres in themselves established new dialogues between college-based and employer-based trainers. In response to the New Training Initiative objective for the modernization of occupational training, some ITBs, BTEC and employers' federations have developed new ways of working.

We need for our future new and better evaluated examples of:

- 1 New ways in vocational education and training of better relating knowledge-development, work-experience, skill-development, and competence at production;
- 2 More effective patterns of relationship between education and the work-place in a context in which fewer prospective skilled workers, technicians and administrators will be employer-based between the ages of 16-19 and more will be based in managing agencies; and
- 3 More effective patterns of relationships among the colleges, the work-place and the certifying and validating agencies.

Russ Russell and David Parkes are staff tutors at the further education staff college, Combe Lodge, Bristol.

the French philosopher Pierre Charron, wrote that "the proper study of mankind is man", he was not drawing a distinction between the humanities and the sciences but proclaiming that all learning is an exploration of man by himself, even while it takes the form of an investigation of what is not man.

That is a truth equally exemplified by study of the nature of matter or the theory of number, as much as the thoughts, words, and actions of the people of Periclean Athens. It is a reminder, sorely necessary at recurrent moments of incipient barbarism like the present, that places of education where Latin and Greek are not learnt and taught are as defective as places of education where the natural or mathematical sciences cannot be studied; and that the recovery and re-interpretation of man's past experience and creations is an indispensable counterpart to the investigation and interpretation of the external world.

The state which tries to use its power to exalt and promote the one kind of learning to the disadvantage of the other is an inhuman and a barbarous state. In the end it will bring down upon itself the penalties which attend upon all inhumanity and barbarism, when greedy expectations attached to the advancement of science turn to bitterness and disillusionment.

NEWS



Dame Florence Horsbrugh... look blame



Testing of Britain's H-bomb



R.A. Butler... sought £2.5m-a-year savings

David Walker, social policy correspondent of *The Times*, delves into the 1954 Cabinet papers released this week and discovers how far the Government was running scared of the major teachers' union on the issue of pensions.

When the NUT battled with Churchill

In 1954 the National Union of Teachers, at the zenith of its power and influence, stopped the Conservative Government led by Sir Winston Churchill in its tracks.

Cabinet papers for the year, declassified last Tuesday under the 30-year rule, show ministers running in fear of the union and the 23 backbench Tory MPs it was able to mobilize against a Government plan to change teachers' pension arrangements.

At a Cabinet meeting in the August of that year Sir Winston is shown contemplating defeat on the Teachers' Superannuation Bill. The minutes state: "If the Government should be defeated in a division they would be obliged to accept the decision of the House. This need not however lead to a Dissolution. If necessary they could seek a vote of confidence".

The prospect of a defeat was so

intensive to British diplomats – then involved in tortured Geneva negotiations over Vietnam with the Soviet Union and China – that the Government put off the Second Reading of the Bill.

So powerful was the coalition of teachers against the Bill that, despite the strong support of local authorities and the Chancellor of the Exchequer, it was deferred, then abandoned. Much of the blame was heaped on the shoulders of Dame Florence Horsbrugh, the Minister of Education, who was sacked in a reshuffle by Churchill.

Shortly after his appointment as the new Minister of Education Sir David (later Lord) Eccles circulated a barbed memorandum to the Cabinet saying that the Government had lost prestige and goodwill.

It said: "Many people regarded as intolerant that a profession, not too

well paid, should be asked to contribute even another 1 per cent when wage earners and investors are seen to be better off than ever before. I doubt if I could get the Bill through the House."

Under a plan put forward by an official working party the pension contributions of both teachers and the local authorities were set to rise from 5 to 6 per cent of salary. But as early as February 1954 the Cabinet was told of strong opposition among Government supporters.

R.A. Butler, Chancellor, replied that the Bill was necessary in order to save £2.5 million a year. He urged his fellow ministers to go out and explain the plan. Only a week later, however, the Churchills and it was doubtful whether they could go on with the superannuation Bill.

And so it went on until the autumn;

barely a Cabinet passed without some reference to the issue – and this in a year when the agenda was stuffed with big issues such as war and peace in the Far East, fighting the Mau Mau in Kenya, withdrawal from Egypt and testing the first H-bomb.

Just before Easter Dame Florence begged the Cabinet – of which she was a member – not to delay any further since the interests opposing the Bill would renew their pressure at the teachers' conferences due to take place in Easter. But then the Government Chief Whip made his calculation: up to 23 doubtful on the backbenches and a hard core of 17 Tory opponents. Butler's dilemma was acute: to raise the cost of £2.5 million if the plan did not go ahead were ignored.

During that year resources for education were under great pressure, especially for school building. David

Eccles complained that Dame Florence did not have the resources to compete against both the bulge in the birth rate and the triumph of Mr Harold Macmillan in building suburban houses. Butler, architect of the 1944 Education Act, was over on the look out for economies. On one occasion the minutes report his view: "Care should be taken to avoid unnecessary extravagance in the provision of playgrounds at schools in rural areas, where these amenities were less necessary than in the towns."

On Sir David Eccles' advice, the 1954 teachers' pension Bill was dropped. The teachers' contribution was raised from 5 per cent to 6 per cent under a modified scheme brought forward in 1955, which went through Parliament the following year, in the face of strong and continuing opposition from the teachers' unions.

Sarah Bayliss reports on the gloomy outlook for under-fives facilities

Spending curbs pose threat to nursery schools

The future of nursery education is under serious threat, according to local authorities which face rate capping and other spending constraints.

The 1985-86 rate support grant, announced before Christmas, has darkened an already gloomy outlook for the three Labour rate-capped education authorities which have now been ordered to cut their rates. These are the Inner London Education Authority, the London Borough of Haringey, and Sheffield, Brent, a Conservative council which was threatened with rate capping, has been allowed to make a modest increase in its rate.

The 1980 Education Act removed the statutory duty on all i.e.s to provide nursery education and, like adult education, it has since become more vulnerable to cuts. Gloucestershire has abolished all nursery provision and the London Borough of Bromley is proposing to go the same way.

Last year Mr William Waldegrave, junior minister for the environment, told the Commons: "Local authorities' duties must not be confused with their powers, which are many and discretionary. For instance, Sections 24 and 26 of the Education Act 1980 make it clear that education authorities are empowered, but not obliged, to establish or assist nursery schools or day nurseries; but that is a matter for their own discretion and they set their priorities."

The Government's thinking is reflected in its White Paper spending plan which shows that by 1987 there will have been a 6.7 per cent reduction in nursery spending.

The three rate-capped authorities are at present generous providers of nursery education, by any English standard. Nationally, the average percentage of children under five in state nursery schools and classes is 22 per cent. This figure varies widely from zero in Gloucestershire to 15 per cent in the average shire county and 33 per cent in the average city.

By contrast, Haringey's nursery schools and classes provide for 47 per cent of all under fives; the ILEA provides for 40 per cent and Sheffield for 38 per cent. If the number of rising-fives in primary schools is added, the national proportion rises to 40 per cent. This compares badly with Haringey's provision for 77 per cent, ILEA's 54 per cent and Sheffield's 58 per cent.

For some time the ILEA's Labour leaders have aimed to provide a nursery place for all children whose parents want one. Some places are in nursery schools but most are in classes attached to primary schools. ILEA claims its efforts have been frustrated by the Government's control of building programmes; nevertheless, in the past 14 years there has been major expansion. In 1970 there were 208 nursery classes and 29 schools. In the capital today there are 477 classes and 48 schools. It is estimated that 200 more nursery classes are needed to fulfil parental demand.

Mr Patrick Jenkin, the Environment Secretary, recently announced that the ILEA must reduce its spending and cut its rate by 7.62 per cent, which represents a drop in income of £66 million.

"Mr Steve Bullock", the ILEA's



Baking... but is there enough dough? loss would be more than £100 million because a growth budget had been planned. The amount is impossible to find, he said.

Earlier this year the authority drew up a public consultation document showing the potential effect of a £75 million reduction across the education service. The document illustrated the effect of a £1 million direct cut in nursery education. It would mean postponing the opening of 15 new nursery classes which are nearing completion, having cost £750,000. Seventeen full-time posts for teachers and their assistants would be lost in the process.

In addition, nine nursery teacher liaison posts would disappear. Their jobs are based in schools but their job is to forge links in the local community and make contact with parents, especially those whose children are considered to have special needs for a nursery place, such as those with English as a second language.

To complete the saving a reduction of 12 nursery teachers would also be necessary. "This would leave only the basic staffing of one teacher plus one assistant, per class. Extra staff currently provided for difficult children or children with special needs would be lost."

The ILEA document also lists other cuts across the service which would have a knock-on effect on nurseries, such as fewer ancillary support staff in schools.

The authority commissioned a

that eight out of ten Londoners did not want any cuts. After further consultation with schools and governors, the ILEA threw out all cuts and proposed a growth budget. It is that budget which Mr Jenkin is now in the process of outlining.

The ILEA has warned that the £75 million reduction implied "drastic measures" for nurseries. It said in a campaign document: "If more cuts are demanded actual closure of nursery schools and classes seems inevitable."

Mr Jenkin has told Haringey that it must cut rates by 3.05 per cent estimated to mean a 14 per cent or £9 million reduction in the education budget.

Some months ago the borough prepared a document outlining the probable effects of a cut worth 13.5 per cent. This showed that all nursery schools, centres and classes would have to close. The South Haringey Pre-School Centre which acts as a resource and training centre, would also have to shut down.

The admission of under-fives to all council establishments, including schools, would have to cease, affecting around 4,000 children.

Like the ILEA, Haringey pays considerable grants to voluntary organizations which offer facilities for the under-fives, including play groups. These grants are now said to be under threat.

A booklet entitled "Bearing the Burden", just published by the Local Government Campaign Unit, says the Government has encouraged Urban Aid and Inner City programmes for the under-fives. But when the Government funds expire – usually after five years – many councils cannot afford to shoulder the full cost. The unit says that grant aid to the voluntary sector for under-fives has been cut in real terms in roughly one-third of authorities in recent years.

In Sheffield rates have got to fall by 0.56 per cent, unless there can be a negotiated settlement with the Government. The Labour leadership reckons this will mean a £12-£13 million shortfall in the sum needed to maintain current services.

For nursery education this could mean an end to an important joint enterprise newly begun between the education and social services departments. Last November Mr Giles Radice, Labour's shadow education spokesman, opened two nursery units for 180 children in the new town of Macclesfield. The scheme, known as

the Mossborough Township under-five scheme, aims to offer flexible day care for children from babyhood to five years.

The project is run by three coordinators, two from social services and one from education. The under-threes are cared for by salaried childminders who use the nursery buildings for resources and training. The three to fives are offered an extended day in an educational setting with strong links with local primary schools. The nurseries are also open during the school holidays.

The pioneers of the township scheme, which does away with inflexible and institutional day nurseries, fear that this kind of idea will never see the light of day again.

Meanwhile, the London Borough of Bromley looks set to follow Gloucestershire's example by abolishing virtually all its nursery provision. Currently, 2 per cent of the under-five age group is educated in three council-run nursery classes which are attached to primary schools.

But they have been declared an "anomaly" and the education committee has decided to save £50,000 by closing the classes at Churchfields and Midfield primary schools. The third nursery class at Darrick Wood primary has been spared because it includes a unit for the deaf.

Underlying the proposal is a council policy, agreed several years ago, which said the statutory stages of education should have priority over the discretionary part, at a time when there were strong pressures on finance.

Mrs Joan Bryant, chairman of Bromley's education committee, told *The TES* that in recent years the authority had spent considerable sums "evening up" the provision for rising-fives, so that now all Bromley primaries offered a place to a child in the term in which it was five. The cost of this new policy is approximately £450,000 a year.

Mrs Bryant explained that previously schools had fitted rising-fives in whenever they could but this had meant that some schools could offer an early place and thereby had a competitive edge over other schools in attracting pupils.

A full meeting of Bromley Council is expected to rubber stamp the decision on nurseries on January 7. In spite of strong opposition from all the parents involved. The decision to go ahead must, however, be approved by Sir Keith Joseph, Education Secretary...

There could be no place more suitable than this hall and no occasion more suitable than this dinner, to unburden myself of an anxiety about an educational heresy which all recent governments, and not least the present one, have busily and powerfully promoted. It is the heresy that education is useful, with the corollary that education produces economic well-being. The heresy has been promulgated by Ministers, including some whose own educational record makes their action especially surprising, in order to justify not only the expenditure of public money upon the provision of education but a bias in spending that money towards branches of education which they are pleased to regard as signally useful and economically advantageous.

Notable amongst such utterances has been the praise bestowed on "science". I was dismayed recently to hear the Prime Minister, when conducting a rearguard action to cover the heading flight of her Education Secretary, telling the House of Commons that "there are far more important projects now than in 1975, as a result of what this Government has done for science". The Education Secretary himself had justified his ill-fated and hastily-withdrawn measures on the ground that "the desperate plight of the scientists could not wait".

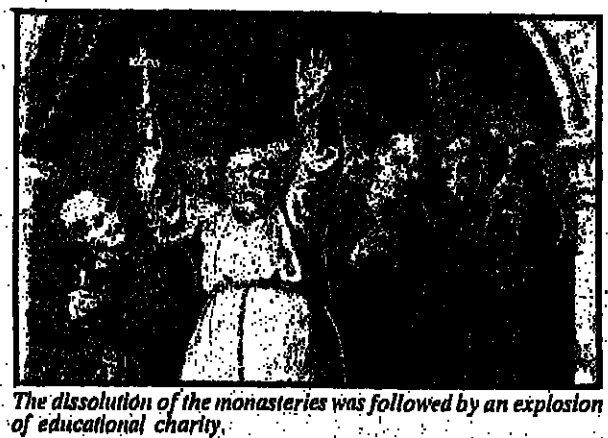
All this talk is the sound of barbarism.

Enoch Powell MP speaks out for Education – a Good Thing and its own justification – and condemns the heresy that it must be useful. We print here the full text of his recent speech at the Merchant Taylors' Company in London.

A modern barbarism

Education is a Good Thing because man has an insatiable appetite to learn and to understand and because prominent among the joys that console him on his earthly journey is the joy of communicating to others, and especially to the young, what he has learnt and understood, and even more, how he managed to come by the learning and understanding.

Like all things joyous, beautiful and good, education is self-justified. It not only needs no secondary justification. It actually shrivels at the touch of secondary justification. To claim that we provide public money for teaching and learning in order that our factories



The dissolution of the monasteries was followed by an explosion of educational charity.

and enterprises may be more profitable, productive and (accursed word) "competitive" is as foolish as to claim that we pay for doctors and hospitals in order to have stronger and healthier soldiers, busier bureaucrats and more productive factory workers.

Spending money on education is a work of charity, full stop. It consists in giving what is inherently good for the sake of doing good. Nothing ought to convince us more of this truth or make us more proud of it than to recall how the dissolution of the monasteries, chantries and colleges in the sixteenth century was followed by an explosion of educational charity which appropri-

ated, or re-appropriated, to education a vast volume of revenue, mostly revenue secured upon land. To this day there are hundreds of thousands of people about – I am one of their number myself – who count themselves blessed beyond any personal deserts by having enjoyed the spoils of the monasteries as distilled by the charity of Tudor or Stuart England.

All true learning and all true teaching are to the glory of God. No object is more sacred than to convey the total absence of collateral motive or the inner compulsion to obey one of the strongest instincts of our human nature. When Alexander Pope, quoting

Muslim school building and resources criticized

A Muslim school for girls in Dewsbury comes under fire from HM Inspectors for its "unsuitable" accommodation and "lack of adequate resources".

The Muslim Girls High School, opened two years ago, is housed in a terraced building with only a small yard. Inspectors say there is severe overcrowding in the ground floor classrooms and while standards of cleanliness are satisfactory - the girls do their own cleaning on a rota - the environment is "drab and uninviting" despite efforts by staff to display pupils' work.

The Inspectors' report criticizes unpainted ceilings, bare light bulbs in some rooms, a leaking joint in the kitchen and the stairway which is steep and without a handrail.

Thirty girls, aged between 12 and 15, kneel at 10 narrow benches to do their work. Blackboards are unfixed and rest "somewhat precariously" on mantelpieces.

More substantial fire guards should be used for the gas fires, because the rooms are so crowded. Inspectors say it is a matter for grave concern that the fire officers' recommendations made in 1982 placing restrictions on the use of the premises have been largely ignored.

The school has no facilities for practical work in art and craft, practical science, home economics and physical education.

The report also notes insufficient books for each pupil, no proper library, no science apparatus and no evidence of audiovisual materials, such as cassettes, slides, filmstrips and maps.

There are also difficulties with staffing: the present headmistress is the fourth since the school opened and is in her first year of teaching.

However, Inspectors say, relationships are good and pleasing standards of behaviour and presentation of work are achieved.

Problems of a different sort are faced by The Shoppey School, Sheerness, Kent, whose site is said to be relatively isolated. It is a community school formed in 1970 by the amalgamation of two secondary modern and two technical high schools on the Isle of Sheppey.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex HA7 1AZ. Also available from L.E.A.s.

The local unemployment rate is about 17 per cent and a pattern of seasonal holiday work with other casual employment, exacerbates problems of truancy and absenteeism, say Inspectors.

A significant minority of pupils have learning and adjustment difficulties which may be difficult to remedy in the three years which most pupils spend at the school between 13 and 16.

However, there have been encouraging developments in recent years. Aims of the school's life and work had been clearly set out, a well-defined pastoral structure established and exam results have improved.

Sixth-form opportunities have been broadened, and innovations such as careers teaching, the moral and social education programme and leisure studies in the sixth-form are welcome.

But teachers' expectations of pupils are generally low and present strengths need to be built on to raise the standard of achievement to the best practice observed.

A survey of Technician Education Council General Art and Design Diploma courses in 1983 concludes that work seen was generally good in 60 per cent of colleges visited, of mixed quality in 30 per cent and disappointing in two colleges.

At more than half the colleges with good work, the GAD course included students from sixth-forms entering

direct into the second year, where there was no separate foundation course.

In drawing studies, the quality was varied. When it came to design, briefs were often carefully considered but some colleges had not given thought to the topics used.

The Inspectors, who visited 21 colleges in the spring and summer terms, believe that the general aims of the GAD courses provides a suitable basis for a one or two-year course of diagnosis and preparation for further, more advanced study in art and design.

The Good Shepherd Roman Catholic Primary School, Coventry has satisfactory standards in language and mathematics, say Inspectors.

But there was a tendency to practise these skills in isolation from other aspects of the curriculum and within a narrow range of activities. The overall balance of the curriculum and the continuity and progression within different elements needed to be considered.

There was not enough emphasis on history, geography and science and too much work was immediately derived from television. Staff are advised to improve and develop practices to encourage pupils to use their initiative, take responsibility for their learning, and participate more in the organization of their work.

Pelham Junior School, Walsall is said to be particularly strong in the high quality of the relationships between pupils and teachers and with parents. Inspectors say that the extremely conscientious and industrious staff are concerned for the moral and ethical development of pupils and have a strong commitment to their welfare.

But the quality of work in the school is described as "very uneven".

Inspectors say that in almost all areas of the curriculum, some work of high quality can be found. They urge that thought be given to broadening the range of experiences from this sound base to include greater opportunities for pupils to work from first-hand experience, undertake open-ended investigations and extend the range of the creative parts of the curriculum.

But a new head and management team are thought to create an opportunity for the school to reconsider its aims - including a review of the

Grammars urged to review curricula

Two grammar schools in Birmingham are urged by Inspectors to review their curricula, particularly in craft and aesthetic subjects.

King Edward VI School for Boys, Aston, one of the King Edward Foundation Schools, and Handsworth Grammar School for Boys, were seen as part of a series of reports being produced on Birmingham grammar schools - which take about 5 per cent of pupils transferring to secondary schools in the city.

At King Edward VI, Inspectors say, there is a need for reappraisal of curricular provision, although there are real strengths in the curriculum, including conservation work in biology and the course on industry run in conjunction with the West Midlands Gas Board.

The report is particularly critical of the school's system of introducing the major subject options at the start of the fifth year, instead of the fourth. One of the disadvantages is that it gives some boys a truncated course.

The Inspectors also comment: "The quality of aesthetic experience provided is poor. It is inadequate in art and music and little exists elsewhere in the curriculum."

Reading was another disappointing aspect of the overall work. GCE results are said to be "credit-able" although at O level, the report says too many boys fail to achieve at least five grades A-C. The good work of individual teachers is praised but it is suggested that more in-service training is undertaken and that good practice is spread more widely.

At King Edward VI, Inspectors say that in no instance is the subject seen in the department in the context of the curriculum as a whole.

At Handsworth, the report says, staff are inclined to view the curriculum very much from the standpoint of their own subject, rather than the pupils' total experience.

Handsworth is described as a proud school with strong traditions and many positive qualities. The best examination results are said to be outstanding and the school is "particularly successful on the sports field".

But a new head and management team are thought to create an opportunity for the school to reconsider its aims - including a review of the

curriculum. In particular, the Inspectors say that craft, design and technology and music are insufficiently valued to make a fully effective contribution.

The provision of ancillary staff is also said to be less than satisfactory. Another boys' grammar school - Kent - is also pressed to give recognition to the aesthetic and practical elements of the curriculum. Harvey Grammar School, Folkestone, generally gets good examination results, say Inspectors. But the emphasis on exam performance must be set in the context of wider educational considerations.

They say: "Typically, lessons required of pupils a passive and receptive role but there was evidence in the work seen that the pursuit of examination courses with a breadth of treatment, which is educational in the widest sense, was possible."

The nature and condition of buildings hinder education, although the effects had been offset by a professional staff working with well-motivated and able pupils.

A modern Roman Catholic comprehensive in Runcorn is said to have a "well balanced, broad curriculum which successfully meets the needs of the full range of abilities".

A short inspection of St Cath's School, opened in 1976, concludes that standards of work are generally acceptable and in some departments "work of excellent quality is being produced".

They say the level of commitment of staff and pupils is high and the school should feel pleased with the progress made in its short history.

Oak Park Community School, Havant, Hampshire, is also highly commended for its philosophy of providing a broad, compulsory curriculum for every child.

But, Inspectors say, the school needs to build on its firm foundation. Able pupils may not be reaching their full academic potential and, while much good teaching was seen, there were occasions when lessons were dull.

The report advises that more attention should be given to matching abilities and qualifications to the work they are asked to do, that a clear policy for spoken language should be devised and that senior management team meet with faculty heads on a formal basis to discuss policy.

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disproportionate number of men in key positions.

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Adriana Caudrey reports on Muslim plans for a former comprehensive

London school is sold to Saudi Arabia for use by diplomats

The Saudi Arabian Government has bought a former comprehensive school for £4.5 million, and will turn it into four separate schools for the sons and daughters of Saudi diplomats in London.

The Embassy schools will open in September after extensive alterations have been made to the buildings, which were used to house the Faraday School, in Acton. That closed last summer as a result of falling rolls, and Ealing Council decided to sell to the highest bidder.

The Saudis intend the schools to be generalist Muslim traditions. The children are to be taught in separate schools, according to sex as well as to age.

Initially the establishments will take about 700 pupils, but that may ultimately extend to 1,000, including the children of diplomats from other parts of the Arab world.

A Saudi Embassy spokesman said the schools would have an international teaching staff, and pupils would be taught both Arab languages and English.

He said: "We will have four schools under one roof, and at present we are restructuring the buildings so that each school has the proper amenities. The fees have not been set, but the diplomatic families will receive some assistance from the Saudi Government."

Mr Reginald Hartley, Ealing's chief education officer, said: "We were

pleased that the highest bidder was intending to open a school, and did not have to bulldoze the place to build something else."

He said that the Faraday and the Reynolds schools in the borough had been closed because of a decline in pupil numbers, and students from both were now being taught at the newly opened Acton County Comprehensive.

The Faraday School was at the centre of a controversy in the late 70s, after a BBC Panorama programme featured it as an "ordinary" comprehensive. The documentary showed fragments of a school day, some of which depicted breakdown of communication between staff and pupils, and provoked a long debate.

Ealing Council will keep the money from the sale, but it will not necessarily be spent on education.

However, a local parent pressure group had come out in opposition to spending it in any other field. The Ealing Campaign for the Advancement of State Education said: "The windfall provides the education authority with a golden opportunity to reverse some of the cuts imposed in recent years and to help restore proper staffing levels and teaching facilities."

The campaigners added: "This is a chance for Ealing Council to demonstrate a genuine commitment to state education in the borough."

Teachers' '50-hour week' claim

by Biddy Passmore

The average teacher's working week has grown 10 hours longer over the past decade, according to early responses to a survey by the National Union of Teachers.

The union has so far received 1,500 replies to its request for details of the

hours members worked during November.

These show that most are now putting in an extra 20-30 hours a week on top of their teaching hours, making the average working week some 50 hours.

This compares with an average of about 40 hours found in a study ten

years ago by the National Foundation for Educational Research.

A spokesman stressed this week that many more responses would have to be received and analysed before the union could give a final figure. The NUT survey will form part of its background advice to the teachers' 1985 pay claim.

Retraining for primaries recommended by ACSET

by Bert Lodge

The retraining of secondary school teachers for primary education has been revived by the Advisory Committee on the Supply and Education of Teachers - after dropping the idea last year.

Papers put before the committee at its main meeting last month showed that by 1994 the annual demand for primary teachers would be approaching 12,000, compared with this year's figure of about 4,000.

They said: "We suggest that encouragement should be given to selective use at local level of conversion courses for secondary teachers..."

The committee also recommends an updating course for primary teachers, mostly married women, who return to the profession after years of absence.

The committee suggests that, to meet the increased demand in primary schools, numbers accepted for primary postgraduate certificate of education courses would need to be doubled as early as this year's intake.

This proposal, if realized, would cause training institutions serious problems, since few have yet acquired sufficient staff with recent primary teaching experience.

The committee acknowledged this in stating "We do not believe that institutions could be expected to achieve such rapid growth while still maintaining high standards of provision and recruitment."

In its response to the 5 to 16 curriculum paper published last autumn, the association criticizes the paper's "vague" references to the arts. It says aesthetic subjects are not interchangeable and pupils should not be limited to one arts subject at a time.

NAEA committee members were astonished to find no mention of dance or the verbal arts in the guidelines. Unless the Government respects and nourishes culture, "we are in very grave danger of fostering a generation fit for a life which is not worth living", the association concludes.

It is in response to the 5 to 16 curriculum paper published last au-

Whitehall urged to clarify strategy on universities

by Mike Durham

The Chancellor of Essex University, former permanent secretary at the Department of Health and Social Services, Sir Patrick Nairne has called on the Government to clarify its future strategy for higher education, in the light of the promised Green Paper, on the switch of resources towards Science and technology.

Sir Patrick told the annual meeting of the University Court that universities and students had a right to expect "a clearer and more cogent statement of the Government's future strategy" than they had so far received.

He said the need to clarify fundamentals was urgent, and guidelines acceptable to the Government, the

University Grants Committee and the universities themselves should be drawn up. Policy objectives should be more than just a short-term reaction to pressure for spending cuts from Whitehall.

But Sir Patrick said he did not take issue with the principle that universities should be subject to economic constraints or liable to change. "I do not take the view that the present arrangements for financing universities and funding students must be regarded as inviolate," he said. "I am convinced that it is in the national interest to make a further shift of resources to science and technology."

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Coventry seeks £7m savings to honour pledge on redundancy

by Richard Garner

Labour leaders of Coventry City Council have warned they cannot guarantee there will be no compulsory redundancies unless massive savings can be agreed.

Such savings would include a major reorganization involving several potential school closures.

The council says it will need to find savings of £7m over four years because of the impact of rate-capping legislation.

For a start it says it could not go ahead with plans to expand its pioneering community education programme if these are not agreed.

Mr Albert Rose, education committee chairman, said the authority would have 3,000 surplus primary places by 1991 and 6,000 surplus secondary places by 1995.

He added: "One theory is that 14 one-form entry primary schools and five secondary schools could close - but we would not go ahead with that because of the unevenness of provision, that would be left."

Coventry is at present engaged on a widespread consultation exercise over what it calls its "rationalization" programme and expects to produce proposals early next year.

National Union of Teachers members in the city claim it would be impossible to find £7m savings without "seriously reducing the quality and volume" of the services provided.

In a recent letter to Labour councillors, Mr John Hayward and Mr Will Rees, the joint secretaries of Coventry NUT, said: "To suggest that spending cuts be reduced while services are maintained is to give credence to the view that local government spending is wasteful."

"We would therefore ask that the Labour group rejects the proposals to examine ways of making spending cuts and instead asks it (the city council meeting) to establish a joint campaign with local trade unions to defend the present level of services and spending."

A council meeting last month reaffirmed the present policy of no compulsory redundancies. However, it went on to add that if significant savings were not found compulsory redundancies "may be forced upon us by Government policies".

Rate-cap jolt to jobs

by Mike Durham

Rate-capping of education authorities will hit women working in local government particularly badly, according to a new analysis of town hall work practices.

Bearing the Burden, a pamphlet by the Local Government Campaign Unit - a pressure group opposed to rate-capping - points out that the education service is the largest employer of women in local government.

In 1982 nearly half of all town hall employees were in education and 60 per cent of all teachers were women. Educational administrators and manual workers also tend to be women.

But women are concentrated in lower status jobs. The report says that a survey of ILEA teachers showed that 80 per cent of primary staff were women, but of those, 80 per cent were on the lowest pay scales.

Only 54 per cent of primary headships were held by women. In secondary schools there was also a

disproportionate number of men in key positions.

Nationally, only 44 per cent of primary heads and 16 per cent of secondary heads were women, although 77 per cent of primary teachers and 45 per cent of secondary teachers were women.

The report says women are more likely to be redeployed because they are in the bottom scales, more likely to be given responsibility for threatened areas of the curriculum, and less likely to be given promotion.

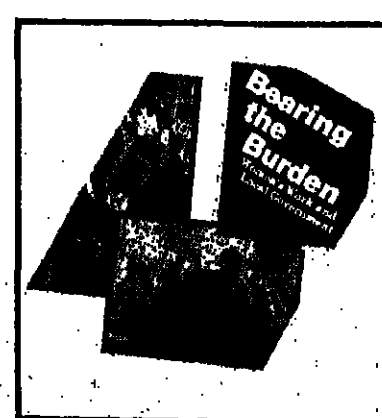
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Bob Dent talks to Maggie Pankhurst about her job as a liaison officer between education and industry

In the business of building bridges

"I'm not about getting teachers to learn about industry and commerce so much as getting them to reappraise the way they teach using material based on industry and commerce."

That is how Maggie Pankhurst sees her role as East Midlands regional liaison officer of UBI - Understanding British Industry. UBI was set up by the Confederation of British Industry Educational Foundation in 1976. Its aim is to foster links between teachers, teacher trainers and industry at all levels.

UBI operates on a regional basis. East Midlands, which takes in Nottinghamshire, Leicestershire and Northamptonshire, was established just over two years ago in November 1982, and Maggie Pankhurst has been the area's liaison officer since its inception. Her experience made her well-suited to the job.

Having left school at 16, she did an OND in business studies and then a sandwich degree in business studies specializing in accountancy. Two years working in the engineering industry with British Northrop and BSA Motor Cycles were followed by technical teaching, first in Birmingham and then in Harrow.

She taught mainly accountancy for non-specialists and

Children at war

Opening doors for young p.o.w.s

Morag Morrison on the plight of boy soldiers captured in the Gulf war.

Iraq is holding hundreds of Iranian boy soldiers in prisoner of war camps with no access to education.

The Defence of Children International, a Geneva-based organization which was set up after the 1979 Year of the Child, has been pressing Iraq to recognize the medical and educational needs of these children.

Approximately 350 boys under 15 years (some as young as 12) are housed at a camp near Ramadi, 65 miles west of Baghdad. They haven't even pencils or paper because, the Iraqi authorities said, none had expressed any desire for such things. In addition, the Iraqis thought that those articles might be used by the children for writing political slogans and messages.

In order to qualify for Al Ramadi camp, children must be no older on capture than 15, so that those of 16 or 17 are likely to be contained in adult

camps. It is impossible to say accurately how many child prisoners there are, but the total is likely to be in the thousands.

Young boys, some no more than 10 years old, are permitted to join the Iranian Army and fight in the war against Iraq. A recent law passed in Iran prohibits parents from discouraging their children from joining the armed forces.

DCI has worked out a general educational programme with the Iraqi authorities. Initially it will concentrate on language training in Persian, Arabic, English and French, and in due course the hope is that it may move on to vocational training by Persian-speaking teachers.

However, medical care will have to be provided first. Some of the children have been injured and even crippled during the fighting, and a comprehensive assessment of their medical needs is planned.

Some children may require surgery before artificial limbs can be fitted, and of course those who have prosthetics will need help and training in the

use of their new limbs. Some seriously injured p.o.w.s have been repatriated, but so far they have not included children, and the DCI is pressing Iraq to make that a priority.

A major stumbling block is the attitude of the children themselves. To begin with, they did not welcome the DCI delegation, making it clear that they thought they were likely to be spies.

It had originally been envisaged that Iranian adult prisoners could do the teaching, but that did not prove acceptable to the Iraqis, on the basis that the courses might lead to a greater politicization of the children. The Iraqi counter-proposal that Iranians in exile should do the teaching was turned down, as the children viewed such people as traitors and wanted nothing to do with them.

The issue of child p.o.w.s who are ex-combatants is one that has not been tackled before. As prisoners of war they are covered by the Geneva Convention, but their rights as children also have to be taken into account—hence the involvement of the Defence

of Children International, which has links with both UNICEF and Amnesty International.

The logistics of setting up an organization to carry out the medical care and education of these young people are also daunting. For instance, desks will have to be provided at an approximate cost of £18 each, plus chairs and blackboards.

One major area of concern is that of textbooks for the language courses, because the only countries that use Persian as their official language are Iran and Afghanistan. DCI has made enquiries about suitable textbooks, but supplies are uncertain. Leisure and sports equipment will also be needed.

While the majority of children held in Iraq are between 13 and 18 years old, others as young as 10 have been identified. In addition, estimates suggest that for each child captured 90 are killed, either as direct combatants, or as they clear a way through the Iraqi minefields without adequate equipment or even weapons to defend themselves.

Classroom recruits for the front

The Afghan Army is recruiting school boys for the war against guerrillas opposed to the Marxist Government and the five-year-old Soviet military presence in the country, a *guardian* correspondent writes.

According to Radio Kabul, volunteers are responding to an appeal issued in mid-November by the Afghan Democratic Youth Organization, which said the guerrillas had been reduced to small terrorist groups, that, if the young Afghans perform their "most sacred duty" by killing the elimination of the "counter-revolutionary" partisans would be imminent.

The radio said the schoolboys responding in force. A joint meeting of two high schools had produced 10 volunteers, for example.

Meanwhile, at the primary and regular plane loads of war were being sent to the Soviet Union, and through Uzbekistan, and other Asian republics, which is said to be likely to continue for several years.

Yule-tide gloom in the battle to stay professionally sane

FRANCE

Mary Follain looks at the latest review of educational horrors.

Any teacher in the UK who thinks his or hers is a hard lot should make a New Year resolution to read a best-selling French book. As long as there are teachers, which is the fruit of two years' research by two journalists.

The French love reading about the horrors of their educational system and a plethora of diatribes diagnosing terminal decline (mostly written by teachers) has been favourite reading this year.

Written by Hervé Hamon and Patrick Rotman, this book gives a dismal account of French teachers' efforts to stay this side of sanity in a profession for which most of them (so the authors say) have no vocation and no adequate training.

Based on more than 300 interviews with teachers and drawing on kilos of official reports (some of them confidential) it hammers home undisputed, gloom-ridden statistics, and equally damning pronouncements by irreproachable experts in an effort to find the culprit.

"School", say the authors, "is a

court of judgment. Parents accuse teachers, who blame pupils, who in turn blame their teachers." Their verdict: "The system works for those who have least need of it (the intellectually and socially privileged) for the obvious reason that it can only work for them."

Secondary education has failed to adapt to the influx of a new kind of pupil who cannot cope with the curriculum designed for an elite, says the book. For the new arrivals, a series of strategically-placed trap-doors open under their feet.

Three hundred thousand (nearly half of an age group) leave every year with little or nothing to show for nine or more years of schooling.

Out of 100 pupils starting primary, only 26 will obtain the Baccalaureate at the end of an obstacle course during which most of the others will have been shunted off into pre-vocational or vocational sidings to kill time until they are 16.

Already, when they entered secondary, nearly a quarter of them were incapable of reading and understanding a simple text.

French teachers are hopelessly ill-equipped to help such pupils, it adds. In 1981, 29 per cent of lower secondary teachers did not have the Bac themselves and 44 per cent had done only a two-year general course at university. There is no such thing as a department

of education in French universities. Most of them are former primary teachers who were hastily recruited from large numbers during the 1960s and not infrequently asked to teach subjects of which they had no previous knowledge, thus depriving primary schools of their best teachers.

Even the cream of lycée teachers, the *agregés* who top a complicated hierarchy of more than two dozen sub-divisions in the profession have ideas what to do when they first take class.

Of course, many do learn by trial and error but there is little a head on do to dislodge those who don't, and most categories are guaranteed security of tenure by their employer, the education ministry.

All a head can do is warmly recommend their transfer year after year and hope that the ministry's computer which decides on postings will eventually send them to some other school.

Reforms in training and recruitment procedures not in the pipeline will affect only a minority of fresh recruits, says Hamon and Rotman, and the measures will have to be adaptable to teachers already well settled in their profession.

The book *"Tant qu'il y aura des écoles"* by Hervé Hamon and Patrick Rotman is published by Seuil 1984.

Policy lags as computers arrive

UNITED STATES

Few school districts have a long-term plan for high-tech teaching. Deborah Kasoff reports.

The use of computers in American classrooms is rising rapidly but few school districts have a policy or a long-term plan for them, according to a report by the American Association of School Administrators (AASA).

Although 94 per cent of the 700 school administrators surveyed by the association said that students in their districts had access to computers, only 5 per cent said their board had adopted a policy on computer education, the report said.

Only 20 per cent of the administrators said their district had a long-range plan for the use of computers and 10 per cent said their district had adopted formal guidelines to integrate instructional computing into their curriculum, according to the survey.

The report, *High tech: problems and solutions*, says four things are necessary to ensure the long-term use of

effectiveness of computers in schools: sufficient hardware, quality software, teacher training, and the continuing support of school administrators.

In addition, the report stresses the importance of planning for effective use of computers, noting that several states have enacted laws mandating district planning as a condition for receiving technology aid.

However, most states have not adopted computer-use policies and the report offers several suggestions from administrators for policies that are currently without such policies.

The administrators suggest that schools hire a coordinator of computer use, tailor the programme to the school's needs, provide adequate resources for planning, examine model programs and expect overtime to increase budget allotments for in-service education, teacher support, software and maintenance.

In another report on computers and education, the National Council of Teachers of Mathematics examines the effect of new technology on mathematics instruction and provides teachers with guidelines for the incorporation of new technology into the mathematics curriculum.

The report, *The impact of computer technology on school mathematics*, notes that computational skills currently dominate the mathematics curriculum in kindergarten through twelfth grade, and urges teachers to de-emphasize the teaching of these skills.

Students could use the new technology to do the computation and teachers could then concentrate on math concepts and problem-solving skills, the report says.

The report suggests that calculations be routinely available in all activities associated with mathematics learning, including tests, at the elementary level, and recommends that students learn pre-programming and simple computer programming in LOGO or BASIC as early as kindergarten to convey both maths and computer concepts.

At the middle school level, the report suggests courses take advantage of the visual display capabilities of computer graphics to help students learn geometry concepts, and at the high school level it recommends developers of maths curricula review the curriculum to reflect maths-related technologies.



The Laborschule, Bielefeld with its relaxed atmosphere and informal approach, spearheaded by Professor Hartmut von Hentig (above), remains a bastion of non-selection.



Paul Bendelow reports on why, after 10 years, a West German comprehensive school has failed to spread its ideals

A lab experiment which was not repeated

An audacious experiment, involving 1,400 pupils and students from five to twenty-nine in the North German town of Bielefeld, bears witness to the shifting tides of educational planning in this country over the past decade and charts the obstacles facing would-be reformers.

When Professor Hartmut von Hentig took up his chair in pedagogics at Bielefeld University in 1968, it was with the intention of creating a laboratory school and sixth-form college, where educational theory and practice could develop hand in hand. His aim—like that of the American founder of the first laboratory school, John Dewey—was twofold: to find out which aspects of education were capable of innovative change, and to demonstrate the conviction that school should be humane—a place of rich experience, where children could learn without suffering, for life in a pluralistic society.

"Kids", he says, "should be prepared for the world as it is, but never subjected to the world as it is." To that extent, school should present challenges corresponding to those in the world outside, rather than artificial pressures relating to nothing but school itself.

The political and economic climate in North Rhine-Westphalia was favourable to such a project in the early 1970s, when the Social Democratic government introduced 30 comprehensive schools on an experimental basis. The laboratory school was conceived as a forcing-house for experience in the reality of comprehensive education, which could then be fed back into the system. After four years' preparation, the school opened in the autumn of 1974.

Ten years later, the comprehensive has not been adopted as the standard West German school, and existing comprehensives have had partly to reinforce selection and comparative assessment, in order to have their qualifications recognized nationally.

The Bielefeld laboratory school remains an isolated stronghold of non-selection in West Germany's ordered educational landscape.

Professor von Hentig likes to stand with visitors in the school car park: to the right, high-rise flats; to the left, the massive concrete edifice of Bielefeld University; and between the two, the long, low buildings of the laboratory school and its sixth-form college—symbolic for him of a bridge between the cocoon of the family and the complex, anonymous structures of adult life.

The school divides this transition into three stages. In the first three years, children are taught in an open-plan building, in 20 groups of 12 of mixed ability and age; each group has

four five-year-olds, four six-year-olds and four seven-year-olds. As the eldest move on to the next stage of school, they are replaced by the new school intake, and so on, giving every child a three-year experience of increasing seniority within an "extended family", while ensuring a feeling of continuity.

In the second stage, 420 8 to 16-year-olds are taught in mixed ability, same-age groups of 20, with a progressively expanding team of teachers, allowing for increased specialization. The group members stay together throughout the school without streaming or setting.

The groups are identified by colour rather than number, and combinations and each group has its own base area in the multi-level, open-plan building. Teachers, too, have their non-teaching base in the group areas, rather than in staffrooms. "It's important that kids see teachers as people who themselves have to work", explains Professor von Hentig, "not just give out work."

Teaching periods last a full hour in the laboratory school, as opposed to the 45 minutes normal in West Germany. "We're not in the railway timetable business", says Professor von Hentig. An hour, he believes, is a comprehensible unit and one which requires teachers to vary their teaching techniques.

"Boring children is as bad as beating them—if not worse", he maintains, and divides his own Latin lessons into a range of complementary activities, including acting out scenes in the language.

The curriculum comprises six interdisciplinary "realms of experience", such as the natural sciences, social studies and "perception and form". Sport, for instance, is divided into physical education, team sport and play, with competitive high achievement subordinated to the general aim, as sport teacher Erich Heine puts it, of people learning to feel good in their bodies.

All children are taught technical skills in metalwork and woodwork, and a range of subsidiary bobby

courses is available. Guided by personal tutors, pupils exercise increasing choice in shaping their own curricula, as they progress through the school. In the final three years, all pupils undergo three work-experience courses in the outside world: in a factory, then in the service sector and, finally, in the area of the individual's prospective career choice.

Progress assessment takes the form of biannual written reports. Only in the last two years are pupils also given specific grades for written work, in accordance with West Germany's standardized assessment system, in preparation for the school-leaving exams.

The laboratory school offers all three final examinations provided for in the tripartite system.

Importance is attached to learning through practical, tactile experience. Building a wall, for example, may provide the fundamentals of geometry and arithmetic, while ensuring that all group members, whether fast or slow learners, are actively involved. Fast-learners are given additional assignments to complete on their own, "but not in the common battle-field".

Professor von Hentig puts it. By striving for high achievement, he believes, standard education tends to isolate these achievements, restricting them to the purely intellectual, artistic or physical.

In a bid to reflect broadly the social make-up of the catchment area, the intake is computer-selected to comprise 60 per cent from blue collar, 35 per cent from white collar and 5 per cent from professional families. Additional selection criteria are a 50-50 boy-girl balance, a 15 per cent immigrant family representation, and 5 per cent of physically or mentally handicapped children, who would otherwise attend special schools.

There are always more applications than vacancies, largely because of the school's reputation for re-integrating "problem children". A common complaint among teachers is that some parents send children to the laboratory school as a last resort, only to transfer

them to the tripartite schools at the age of 11, once they've been "sorted out". The relaxed teacher-pupil relationship, expressed in mutual familiarity, and the exceptional informality of the learning situation, are essential to the school's aim of creating a humane environment. If this emphasis on the well-being of the individual has helped earn the school its laurels, it is also partly responsible for its reputation as a place where "nothing gets taught".

With 420 pupils, aged from 8 to 16, working together in one hangar-like open space, self-discipline becomes particularly important. "And if we have to wait sometimes, while another group completes a noisier activity, that's learning, too," says Professor von Hentig.

Quiet and concentration he sees as part of the common resources the pupils are learning to share, and one of the striking differences the visitor notices between this and other schools is that the constant hum of background noise does not significantly increase during break-time.

The gap between the laboratory school and higher education is bridged, physically and philosophically, by the final stage of the laboratory project: its sixth-form college. It has a staff of 90 and offers 750 students four-year courses, providing not only university entrance qualifications, but also, through specialization in one or two subjects, the equivalent of a university foundation year. College-leavers are therefore qualified to join university courses at a later stage than other school-leavers.

Again, the principle of freedom and self-regulation are to the fore, with student representation on the college's governing committees.

To be eligible for the final examinations, students must amass 14 credits, which can be awarded for a variety of activities: written or oral work, group work, practical achievement and so on. Students choose two main subjects plus 14 subsidaries from three broad study areas. Twice a year, they spend three weeks in project work and can take intensive numeracy and literacy courses if needed.

Admission is again determined according to family background, with places allotted in equal proportion to those coming direct from school, those having completed a two-year apprenticeship, and people up to the age of 25, who return to education having explored a variety of other avenues.

Roughly a quarter of those accepted for the college leave before completing the course—usually in the first year and often because of the pressure of having to finance their own studies by outside jobs.

Students at the sixth-form college

undoubtedly benefit from the proximity of Bielefeld University, whose facilities they use, and from contact with university students. They are, however, disadvantaged in that most of West Germany's federal states refuse to accept the college's qualifications, thereby virtually restricting college-leavers to universities in North Rhine-Westphalia and possibly limiting future career prospects.

Esther, who is 19 and whose parents moved to Bielefeld partly so that she could attend the laboratory school, says there are immense prejudices against the school as a left-wing free-for-all where nothing is learned. She herself, on successfully completing the laboratory school, had to fight parental opposition to her attending the sixth-form college instead of transferring to a gymnasium sixth form.

One of the sixth-form tutors, Dr Wulf Drexler, believes the uniqueness of the laboratory school project partly explains the difficulties of the last 10 years. "The authorities have never really understood what sort of an animal we are", he claims, "and politicians don't like paying for something they don't understand."

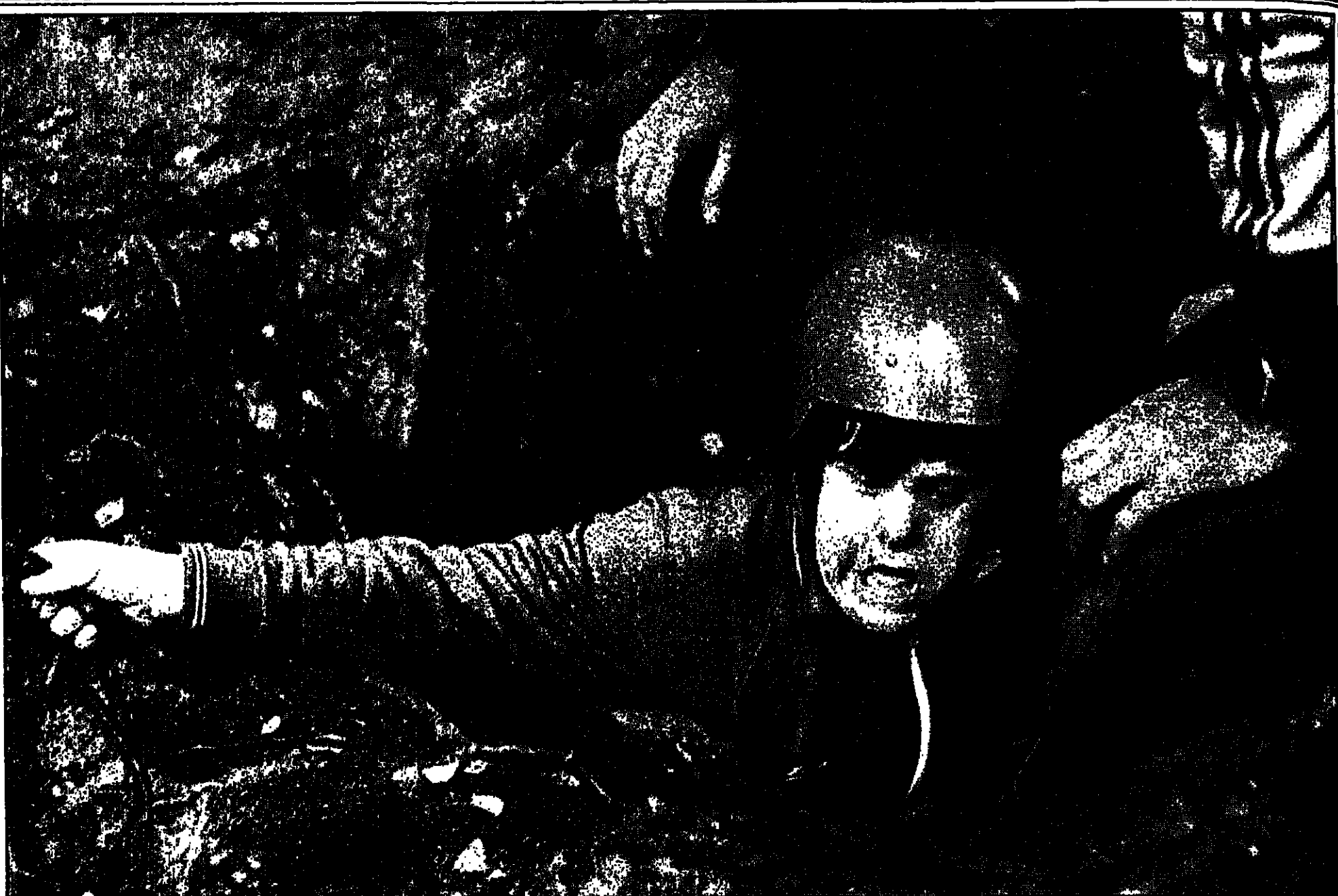
In a system geared to establishing generally applicable norms, rather than encouraging exceptions, its uniqueness has produced, according to Dr Drexler, "a state of constant crisis", vulnerable to changing policy trends.

Among the staff, there is an awareness that the school is very important. But inevitably, there are internal as well as external conflicts. Professor von Hentig sometimes wishes he had insisted on slightly less democracy—for example, in the question of staff appointments. "It's impossible to get rid of a bad one—someone who doesn't fulfil the high aspirations of this place."

Trainee teachers are not sent to the school or the college, because it is considered that teaching experience gained there would be untypical. Neither can the school offer qualified teachers in-service experience, because it is not recognized officially as a continuation training establishment. Nevertheless, teachers do visit the school, sometimes staying for several weeks, though their chances of implementing new ideas in their own schools are limited.

Dr Drexler believes the only foreseeable prospect of educational reform of the sort practised in Bielefeld lies in dissemination from below, by those who have experienced an alternative education system. He is encouraged, for instance, by the fact that many schools in North Rhine-Westphalia have abandoned standard comparative assessment in their first two years. Even so, he recognizes that the tide is currently running against them.

Money remains a problem when it's a choice between replacing damaged text books and



Everest comes in many sizes

Susan Thomas finds the first British woman to climb 26,000 feet busy helping the handicapped to attain their peaks

You can always tell folks with summit to 'em', my uncle used to say. "They're the ones who'll do it."

Julie Tullis is like that, no side at all. First woman ever to be invited to join a British Everest expedition and where do I find her? Swabbing out the loos at Harrison's Rocks, one of the Sports Council's national activity centres. "The minibus is late and this needs doing," she said by way of explanation. "Mind you don't slip."

Yet Mrs Tullis, now 45 and a mother of two, is the woman who only took up karate and climbing seriously eight years ago, earned her Black Belt in 1982, became the first British woman to climb 8,000 metres in 1983, repeated the performance this year, survived a 400 ft fall inside an avalanche and returned from the Himalayas to find that magical invitation to "Everest '85".

But this article is not so much about Julie the mountaineer as Julie the teacher. For she and her husband, Terry, teach severely mentally and physically handicapped teenagers to climb.

Really climb. With ropes and helmets. Up vertical rock faces and down dark and narrow fissures. They teach by kindness and the martial arts and they are very good at it. And as a result the youngsters build confidence and awareness, coordination and self-esteem to a quite astonishing degree.

The link between the two careers is in the martial arts, she says. Without the skills and understanding learnt in Aikido - breathing, balance, non-verbal communication and concentration - neither she nor her handicapped pupils would be achieving their respective potentials. Seeing, she had said on the phone, is believing.

And so I went to Harrison's Rocks near Eridge, which Terry runs, found Julie in the loos, and saw the 16 to 19-year-olds from West Malling's Orange Park School overcoming their handicaps. The Rocks, a breathtakingly beautiful combination of golden beeches, amber cliffs and misty bracken, are the fine honing ground of the country's crack climbers and the nursery slopes of

all the sundry.

Malcolm comes into the latter category. He has Down's Syndrome, poor physical coordination and few words but he could hardly wait to get into his helmet and onto the line. Now, however, he was stuck. Halfway up a 20ft cliff, frightened and miserable. Unable to move, red and sweating, he stood moaning softly to himself.

Julie, close behind, waited just long enough to be sure he couldn't retrieve the situation and then leaned past him. "Here Malcolm," she said, stepping the rock above his left ear, "put your hand here." Malcolm copied her gesture, slapping the rock and in doing so found the handhold. "Good boy," she said soothingly, drawing out the second syllable. "Now step up Malcolm". Very slowly he twisted his body to the line of his arm, discovered that he could move again and stepped.

It took perhaps 10 minutes of rock slapping and encouragement to reach the top. An adventurous junior might have done it unaided in two, but no able-bodied child could have felt Malcolm's delight. At the top he stood, arms and legs akimbo, helmet awry, and ecstatic smile on his rosy face. A heartwarming sight and quite different from Julie and Terry's introduction to climbing with the handicapped.

"Our first experience was horrendous," said Julie. "We were asked to give a day's climbing to a group of holidaying physically handicapped youngsters. All but two were in wheelchairs and the helpers wanted every child to make a 'climb'. There was no time to discover their names or even if they were frightened. They were literally hauled up the rock face. We vowed we would never be put in that position again."

"Not long after, Terry and I went on an expedition to the Andes with Norman Croucher, the legless climber. Norman and I, the cripple, and the woman, were the only two in the party to reach the top of all three peaks. It was a great joke in climbing circles and it taught me never to underestimate a handicap."

Six years ago Julie and Terry developed a joint

climbing programme for the sighted pupils at Croydon's Trinity School and the visually handicapped ones at Dorton House in Sevenoaks. "They went camping in the Brecon Beacons, caving, canoeing and hillwalking and it was enormously successful both in physical and social terms," Julie recalled.

After 18 years of running courses for I.e.s.s and the Central Council for Physical Recreation, Terry still finds teaching the handicapped the most rewarding part of the work. "One of the best moments was right at the beginning. A boy who never spoke was climbing the Dark Chimney. Suddenly, three-quarters of the way up he started talking, nineteen to the dozen, I can see his teacher now, standing at the top, tears streaming down his face."

But perhaps the most dramatic story is Mark's. Mark labelled blind as well as mentally handicapped from early childhood, had simply never wanted to do anything enough to make the effort to use his limited sight. Until he started climbing.

"He adored climbing," said Julie. "I began to suspect he could see as we walked through the woods and he avoided boulders. Week by week I steered him at smaller rocks and still he avoided them. Then one day, someone dropped a red rope near him, the signal that the next person could start climbing. He bent down, located the rope, held it close to his eyes and gestured to one of the helpers to tie him on."

It may take weeks of walking through the woods, learning to negotiate gentle slopes, stepping over logs and brambles, squeezing and twisting through the sandstone tunnels, before the climbing can even begin. And through it all the instructors use the techniques of Aikido.

"In the martial arts you draw people towards you with gestures; then throw them. I use the same techniques to draw out children who are tense, to persuade them to open up and follow me. Touch, gesture and tone of voice are as important as verbal instructions. We have got so far away from basics that we have forgotten how

to communicate non-verbally."

I know it sounds unlikely but it works. Nigel, for instance, was silent, brooding, totally introverted. But when Julie went up to him, smiling, speaking his name, touching his fingertips with hers and, palms upwards, drawing him towards her with the sort of gestures you see in a Kung Fu film, but gently, very gently, Nigel followed. Responding to touch and voice, he climbed slowly and carefully up through a cold, dark, gully and out into the light.

To persuade him to crouch Julie lowered her hands, to indicate a handhold she would step rock or tree root and demonstrate holding. They were a team, two climbers working together, and for the first time that day Nigel smiled.

Such results are not achieved in a vacuum, once a week on the Sussex sandstone. They are the result of careful cooperation between school and climbing centre.

Marcus Frisby, an enthusiast, is the teacher in charge. "It takes months of carefully paced, coordinated and structured work, reinforced in the gym, to make this sort of progress," he said, "but the results, in terms of physical development - strength, mobility, body awareness - and mental alertness have been beyond our highest hopes."

"They learn much more than that. They learn about danger... these kids have often led such a sheltered life that they have no idea of self-preservation. And they learn about the environment - about getting wet and cold in winter, about changing seasons and the different textures of the countryside." He has no patience with those who say his pupils would be better employed learning to write their own names.

What they are being offered by Julie is what she has earned for herself - the chance to take risks, overcome fear and physical hardship and in the process earn self-respect and recognition. "Kids like this," says Frisby, "don't have much opportunity to gain kudos - climbing gives them that and much, much more."



Harrison's Rocks in East Sussex: Julie Tullis & Marcus Frisby help a pupil from Grange Park School, Kent. Photographs by Susan Thomas



High street culture

Hugh David reports on the ubiquitous newsagent's boost for poetry in schools



The poet Alan Brownjohn once described how, as a boy, he had "caught poetry" browsing among the anthologies on sale at his local branch of W H Smith. Just visiting that store, he concluded, had been sufficient to change an adolescent interest into a lifelong professional concern.

These days his suburban successors might not fare so well, for "everybody's favourite bookshop" is now so heavily involved with computers and travel, to say nothing of records, toys and "giftware", that there is seemingly little space left for poetry. In all but the largest branches there is hardly more than a copy of the complete works of Byron and a few Penguin anthologies on the shelves.

For a lucky few hundred schoolchildren, however, the company does still mean poetry. The annual W H Smith Young Writers' Competition was established in 1958 and regularly attracts some 30,000 entries. A selection of the best poems and short stories is published in an anthology which the company produces every year in association with Heinemann, and around 75 children between the ages of four and sixteen receive cash and book prizes on the recommendation of a judging panel chaired by Sir Jack Longland.

A considerably larger number are "winners all the way", according to one headmistress, because of W H Smith's sponsorship of the Poetry Society's Poets in Schools scheme. Established in 1971, its name suggests, this aims to bring published poets into both primary and secondary schools to work directly with groups of children.

Smith's pays the poets' fees and travelling expenses, gives a grant towards producing individual anthologies of the children's work and covers all the administrative costs so that the scheme is completely free to schools. The company gets "but nothing" of commercial value in return, a spokesman admitted, but the project does fit conveniently within its overall sponsorship programme which is centred around young people and the arts. Other events it finances include a radio playwriting project (in association with BBC Radio Bristol), the highly successful RSC youth workshops at Stratford-upon-Avon and the regional auditions for the National Festival of Music for Youth (in association with Commercial Union Assurance, the Rank Organization and The TES).

But although W H Smith picks up the bills at the end of term, the day-to-day running of the Poets in Schools scheme is left entirely to the Poetry Society and the participating schools. There are no strings, conditions or demands for recognition. The society maintains lists of poets and, acting as honest broker, puts those who are interested (16 of them this year) in touch with similarly interested schools in their area. In 1984 nine schools were chosen from the far greater number who applied: secondaries in Colchester, Thame and Peterborough, and primaries in Eilescire, Port, London, Leeds, Aylesbury, Canterbury and Bristol.

Highbury Quadrant primary school in north London and Chatham school in Kent could hardly be more different, and represent the range of schools which the Poetry Society's education officer Michelle Fink seeks each year. Highbury Quadrant is a large, modern inner-city school with a racially and socially mixed intake. Chatham is a much smaller village primary housed in buildings put up only a year or two after the passing of the 1970 Education Act. It serves a

predominantly rural and light industrial area a few miles outside Canterbury. Children are bussed in from surrounding villages where similar schools have closed.

In the autumn term of 1984 each was assigned two poets to work with groups of around 40 pupils. Early on, the poets - Gerard Benson and Carol Ann Duffy in London and John Rice and Ted Walter at Chatham - spent half a day in the schools getting to know the children. After this they were each sent poems written by their groups during follow-up work with their class teachers. These then formed a basis for the work done on a second, full-day visit and a "core" from which were chosen the poems to be included in each school's final anthology and read by their young authors at evening presentations for parents (that concluded the poets' third and final visit).

The strengths and weaknesses of the Poets in Schools scheme were most apparent at these presentations. The three visits - which the Poetry Society stipulates must be in the same term - do foster a sense of mutual identity. Children and staff get to know "their poets". They in turn establish surprisingly good relationships with their groups and by the presentation evening have got to know many children by name. And although none of this year's poets could really be described as famous, at least at Highbury Quadrant and Chatham it was clear that they had inspired writing of a higher standard than would have been produced in normal classroom English work.

But laudable as this is, it is even more important that the visits are not just a flash in the pan. The new-found quality and freshness of the children's work needs to be maintained and fostered over succeeding terms - a point John Rice made forcibly at Chatham. "We're just the start, and we've had the easy job," he told parents and teachers. "Now it's up to you. Buy the children books. Give them poetry for Christmas."

That, of course, is a task for the teachers since any follow-up is beyond the scope of the scheme. In the carnival atmosphere which prevailed at the presentations at both Highbury Quadrant and Chatham, however, it seemed one which would be willingly undertaken. The poets' visits had kindled a new awareness of the potential of poetry as a creative medium in the classroom.

At Highbury they had already produced and duplicated an illustrated anthology of the children's work. They were more involved with the staging of the presentation itself at Chatham and used lighting effects, slides and music as well as involving just about everyone from at least two classes. They'd waited two years since their initial application, said the headmaster (Highbury Quadrant had waited five) and they were determined to make the most of the evening.

They did; and so they should. Unless and until there is official support for such a programme, with playwrights and novelists as well as poets being appointed to schools in much the same way as "writers in residence" are attached to American colleges and universities, the W H Smith scheme will remain a pioneering and laudably altruistic example of business sponsorship.

There can be few more effective ways of showing children the relevance and value of creative writing. And, who knows, the youngsters at Highbury Quadrant, Chatham and the other participating schools may yet grow into the adults who will demand and buy a wider range of poetry from W H Smith.

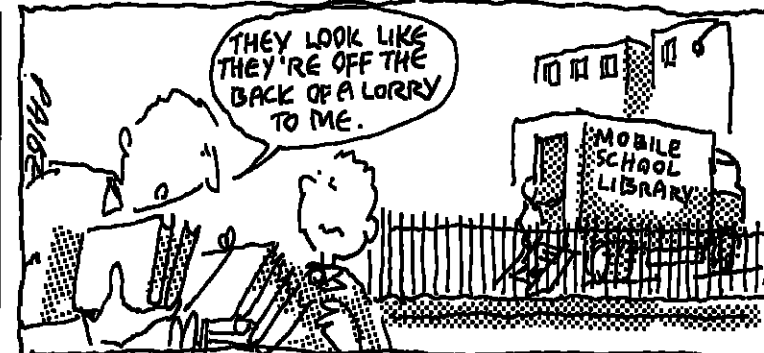
Exchange and Mart

MICHAEL SMITH

There recently arrived in my post at school a cheque for £120 from another education authority. Payable into the depleted funds of my modern languages department, it represented a not inconsiderable and very welcome extra to my share of the school's annual capitation.

I had just sold off the second large instalment of books, tapes and filmstrips, components of a German course which had recently been phased out of our curriculum. A first instalment of similarly surplus goods had raised a smaller, but nevertheless welcome, sum last year.

In earlier and increasingly distant years, before the now familiar cuts began to bite, schools would probably have given away such unwanted materials for nothing. I have on my shelves some Russian textbooks which I was handed free of charge by a neighbouring school ten years ago. In contrast, a year ago I had to demand a price for



some French books now unwanted by us but required by another school. We both expected a financial transaction rather than a gift. Generosity and goodwill have been replaced by the free market economy.

It seems to me there must be much greater scope for the sale of unwanted teaching materials, to the mutual advantage of both buyer and seller. I do not, of course, mean books that are falling to pieces after years of use and which are rightly fit only for the dustbin. I refer to books and other resources which, while still in reasonably good condition, have fallen victim to changes of curriculum and of syllabus.

In our own case some Russian materials became redundant when the

subject was axed due to falling rolls, and a large collection of German materials became available for sale from five years to three. There must be many schools where similar changes have resulted in unwanted resources which still have life in them. My recent £120 windfall shows that there are schools introducing new courses which are prepared to economize by stocking up with second-hand goods.

There seem to be at least two problems which need to be overcome. One is bringing together the potential vendor and customer. With my own successful sales the contacts were entirely fortuitous. In one case, I happened to come across a colleague from another local school at a meeting and,

my surplus and his need came to light in the course of the conversation.

In another case, an article of mine which appeared in another journal on another topic referred to "books languishing on my shelves", a reader in another area made enquiries and a deal was done. There may perhaps be some scope here for the advertisement columns of *The TES* or even *Exchange and Mart*.

The second problem perhaps lies in the possibility of abuse. I doubt whether our employing authorities would view with equanimity our selling of any of the expensive capital equipment, such as tape recorders and projects, which were lavished upon us in the earlier years of plenty.

What I am advocating, then, is not a walk around the school, notebook in hand, deliberately seeking out the most lucrative items for sale. Rather, I am suggesting that a great deal of mutual help could be given if more of us were to spend a few minutes looking out materials for which we genuinely have no further use. Shake off the dust, find a thrifty buyer and your surplus could be turned into a much-needed supplement to your capitation.

Michael J. Smith is head of modern languages at Noddwood Comprehensive School, Diden Purlieu, Hampshire.

Mixed is beautiful

LIAM DWYER

Schools often create vertical groups or mixed-age classes in response to falling rolls. But in 1978 Her Majesty's Inspectorate's primary survey indicated that pupils' performance could suffer if they were taught in this way.

As principal of a small area school in New Zealand, I find these conclusions difficult to accept. In our school of 118 pupils ranging in age from 5 to 17 years, it is necessary to group pupils of different class levels and ages together. The school has operated in this way for 102 years and can look back with considerable pride at the achievements of pupils. We do not look upon composite classes as a disadvantage.

Two years ago, we freely opted to extend the range of age groups combined together by creating two parallel classes. These each have a 4 to 5 years age range. This was not done because of falling pupil numbers – the roll is actually increasing – but because we felt the educational needs of pupils could be met better.

By grouping the pupils as a whole we came up with six attainment groups, numbers 1, 3 and 6 forming one class and groups 2, 4 and 5 the other.

Two parallel classes enabled the teachers concerned to work closely together, planning topics and activities together and so providing professional support for each other.

As many of the children at this school come from large families they are comfortable with older and younger age groups.

Teachers at our school have had experience in a wide range of class levels. When a position is advertised, it is stated that the teacher must be prepared for any class level.

We believe that composite class grouping can have both educational and social learning advantages for pupils. Increased self-sufficiency and independence in learning are daily requirements in this setting as are the important social skills of cooperation, consideration and tolerance of others.

So are composite classes an unfortunate necessity, in which pupils' performance can suffer? Or are they stimulating social environments that can enhance children's learning and thus to be promoted?

Clearly, they can be either – depending on the teacher. But surely teachers in small rural schools do not have a monopoly on the skills necessary for multiclass teaching. Teachers are responding creatively each day to many new demands. They adapt rapidly to the changes in curriculum which often involve radical shifts in teaching styles.

In the teachers, we have the potential to cope with this change. The resources of educational research, teacher training and in-service retraining could have been brought to bear on this task. Instead the 1978 HM's report effectively closed the door.

Liam Dwyer is on a year's exchange teaching in Cumbria.



time, the GCSE examination timetable, including orals and practicals, should begin as late as possible, preferably at the start of June. This would give two-and-a-half terms in the fifth year, free from exams.

With fewer examination boards and one system, such a streamlining of the timetable would be both feasible and beneficial. Any increase in the amount of papers, orals and practicals in each subject would complicate an already overcrowded year.

Colin Insole teaches English at Blitham Park Comprehensive, Southampton.

Tales from India

SHEILA CRAWFORD

"How many of you like traditional stories, know some folk tales?" Hands go up. Plenty of offers to tell. "You see, there was this old couple without any children who lived in the forest..." "No, it was by the sea, they lived."

We swap versions of familiar narratives. Except for Asif and Jussbinder. I consider asking them whether they would like to share an Indian or Pakistani story with us. No it wouldn't be fair. Why should two small boys have to bear the total responsibility of passing on chunks of their culture?

I have, however, *Tales from India*, a new book of Indian legends, with me. And an accompanying cassette. The class likes the illustrations. "Can we

hear the cassette?" Everything's going according to plan. The machine's set up. I flip the cassette from its box, drop it in place, press the play button.

Music tinkles out: "I got a song, a simple song to sing..."

"Heil! Look, I'm sorry," switching off the machine. "My stupid daughter was listening to the stories last night. She's put her Play School tape in the box by mistake!" What a pain. I should have checked. "I'll have to read you the story."

It's a success in spite of several requests at the beginning for the Play School songs instead. The story's a good one, I admit: three smarty-pants breathe life into a heap of bones; only Gopal, their ordinary, ungifted friend, sees in time that they're creating a ferocious lion. A victory for common sense, much cheered.

After we've talked about Gopal's encounter with the lion, Steven in the front row notices another cassette box on my table.

"Has that got other stories from the

book in it? Couldn't we listen to those?"

"Not really. It's the Punjabi version. Only Jussbinder would be able to understand."

"What's Punjabi for lion?" asks Steven.

"Sher," says Jussbinder.

"Can we just hear what the story would sound like? Just a bit of it? Just to see?"

I pretend to hesitate; I deliberately hold back. But I'm thrilled. With no moral lesson from me, the class is asking to get closer. Jussbinder's identity, recognising that he has a language as valid as French or German.

"I'll play the beginning. There's some Indian music to give the right atmosphere."

After a paragraph or two, I stop the tape. I ask Jussbinder whether the Punjabi version matches exactly the English I read. He says it does.

"Where are we in the story at this point?"

"He tells me. The class is impressed. I settle them to producing a cartoon

strip of Gopal's adventure. Steven asks me to play them the rest of the Punjabi tape while they're working. "It'll give us the right atmosphere," he says. No persuasion like a teacher's own words.

Jussbinder is the centre of whispered requests. "Which one said he could stick the skeleton together?"

At the end of the lesson, he comes out to my table. "You know, miss, Asif understood the story too. He can speak Punjabi as well as his own language."

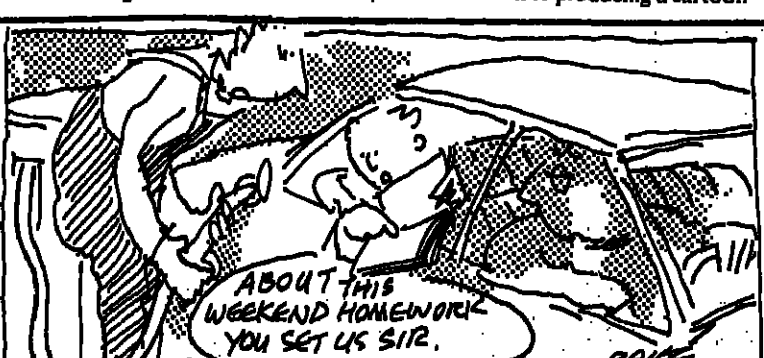
The others have all gone. It's too late to do more than praise Asif for the accurate but lively interpretation of the story he shows me.

Not long after, I put the book and the cassettes (English and Punjabi) in the school library for general loan. Asif is the first borrower.

"Punjabi or English cassette?" a librarian asks. "Or both?"

"Punjabi," he says proudly.

Sheila Crawford teaches at Banbury School, Oxfordshire. *Tales from India* by Rajarami is published by Mantra Publishing at £4.95.



Take home pay

JOHN PEASE

A 24-year-old probationary teacher, four years at university, honours degree in science and Post Graduate Certificate in Education finds that her 19-year-old sister works far fewer hours and earns more after three years as a receptionist.

A 25-year-old teacher, five years at university, honours in French and Post Graduate Certificate in Education is married with a child on the way. His gross salary is £6,975 and his take home pay £348 per month. This will soon be his only source of income. After paying mortgage, life insurance, car, rates, gas, electricity and house insurance without contents, he is left with £78 per month and has just realized he will not be able to live off his salary when his wife gives up work. He will not even be able to pay his fares to work.

If the November 1984 employers' salary proposals were already a fact – with no additional payments related to length of training or levels of qualifica-

tion, his take home pay would be £21 per month less than now. He would also have to complete three years' probation, making in his case eight years before qualification. This compares with nine years for a doctor.

A 28-year-old teacher in a comprehensive school has opted out of all evening activities to take a job as a petrol pump attendant. He doesn't take kindly to remarks about long holidays when he must work to support his family.

A 33-year-old teacher on Scale 2 has a gross salary of £8,280. He has just finished a three-day DES course. He was out of pocket £34.73. This was 93 per cent of his take home salary for those days. He has a wife who is not working and two children.

There is a 37-year-old deputy of a group 5 primary school. On a gross

salary of £9,957 he supports a wife and two children. The last Thursday in October was pay day when he got seven months' backpay from the 1984 salary award. By Saturday November 10 there was exactly £84 in his sole bank account. The cost of getting to school is a constant worry.

Future salary prospects for teachers look even bleaker since the Government controls the purse and now wants to control teachers with strict conditions of service so that the only industrial protest open would be strike action.

Teachers are not like the miners who live in compact communities and support each other. Teachers live as individuals where neighbours might well be hostile either because of incoherence to themselves or a genuine

ly held belief that children were being harmed.

Teachers had their right to independent arbitration removed and this led to the bitter unrest of the 1984 claim. Even after arbitration they only got 5 per cent. The odds are that, in future, teachers would not strike for only 2 per cent more; and that they would be forced to accept each year the percentage wage increase which the Government decided was the rate for public sector.

In 1985 that will be 3 per cent – probably much lower than inflation and even lower than the eventual national average pay. Teachers might well find their salary eroding at about 4 per cent compound interest year after year once they are bound by contract.

Not only that, but to advance through the salary scales teachers would be rigorously assessed every year; and every teacher failing to advance would represent a saving to the wages bill.

Without safeguards to their salaries, it is only a matter of time before the teachers' enthusiasm is crushed. There isn't much else for them in teaching.

John Pease is head of Wymereham County Primary School, Wokingham, a teacher representative on Berkshire's education committee and county secretary of the National Association of Head Teachers.

Neither method is satisfactory.

At present, the pupils who are most affected are those who have been entered for a mixture of CSE and GCSE subjects – especially those who have been doubled-entered. The bulk of the written CSE exams begin soon after Easter. This is also the time of the final crucial weeks in the classroom for the O level candidates. Yet those who are in most need of last-minute help and revision – the border-line pupils – are sitting other examinations. It is those pupils who should benefit from the one examination system.

To increase the amount of classroom time, the GCSE examination timetable, including orals and practicals, should begin as late as possible, preferably at the start of June. This would give two-and-a-half terms in the fifth year, free from exams.

With fewer examination boards and one system, such a streamlining of the timetable would be both feasible and beneficial. Any increase in the amount of papers, orals and practicals in each subject would complicate an already overcrowded year.

Colin Insole teaches English at Blitham Park Comprehensive, Southampton.

Exam time

COLIN INSOLE

Two aspects of the proposed GCSE examinations which have gained little press attention are the duration and starting-date of the examination programme. At present, the actual process

of examination takes up far too much time and it begins too early in the year. In theory, the upper-school curriculum lasts two years. In practice it is much less. These two years are crammed with other valuable activities. Work, experience, field trips, interviews for college and work, and mock examinations; inevitably reduce the available classroom time. This is unavoidable. Yet every year, the procedures seem to grow.

Particularly disturbing is the intrusion into the spring term. Not only do science and craft subjects occasionally hold CSE practicals during this time,

but there are also a growing number of oral examinations to be timetabled. Teaching time for pupils and staff is lost. In some cases, external moderators are required, whose own classes are in turn disrupted.

Rarely are large numbers of pupils missing from a particular lesson. Instead, there is a steady trickle of absentees; spread over several weeks. When new work is to be introduced the teacher is faced with a dilemma. Either wait until there is a full class, thus holding back those pupils who are present; or go ahead with the lesson and help the others to catch up.

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EDUCATIONAL PUBLICATIONS

Own goals

by Edward Blishen

The Art of Autobiography in 19th and 20th Century England. By A O J Cockshut. Yale £10.95. 0 300 03235 R.

Of Boswell: "He reads himself like a man reading an exciting thriller and stopping his ears as he says: 'Don't tell me what happens next.'" Of Bertrand Russell: "He is offering us, as it were, the heart of Shelley, the brain of Newton and the irony of Gibbon: and he will go on ringing the changes so that we are never able to mistake one aspect for the whole." Of Edwin Muir: "At times he reveals what he was... without awareness, like a man passing on a folded message."

This is a work of scholarship in which all the insights have about them that sort of freshness. In many respects it is difficult to imagine a better or more enjoyable study of the subject: which is autobiography carefully distinguished from memoirs. There is a sense in which the discussion seems to carry Mr Cockshut, learning as he goes, towards a set of conclusions as to the nature of the best autobiographies: though, when we look back, we see that he has known from the beginning what they were. Self-understanding is important: he is cool about those who leave all the work to their readers. There should be "a leading idea, a pattern strong in its simplicity, but endlessly hospitable in receiving detail." The voice in which the tale is told should clearly be the voice you'd expect the hero of the tale to have.

The reader – he points out and also demonstrates – has a special role to play, since he must remember that an autobiographer is attempting the impossible: to treat of himself with entire fairness. It will be necessary to dash in from time to time, crying: "Ah, but looked at from another angle..."

He admires, especially, Ruskin, Newman, and makes the grounds of his admiration beautifully clear. All of them, in a sense (and not the conventional one), are heroes of autobiography: knowing what they are about, they somehow make of their experience a tale that illuminates more than itself. As one of the epigraphs for his book Mr Cockshut quotes Roy Pascal: "It is misleading to talk of the 'sof-love' of autobiographers: most of us love ourselves too dearly to be autobiographers." In the end, in other words, it is a brave art; and the exercise is to identify those whose courage has led to valuable results.

If there is cause for dissatisfaction with a marvellously lively book (which necessarily treats largely of childhood, and idiosyncratically treats of religious conversion), it arises from moments when Mr Cockshut's sympathy fails, rather dramatically. It is difficult to see why he introduced brief wintery accounts of autobiographies by Winifred Foley and Neville Cardus in order to be so blank about them. Even his language changes.

"We see," he observes, suddenly the stiff academic, "how poverty and close propinquity to parents and siblings stripped the grandeur and mystery from the parental office." In a contemptuous account of Stephen Spender's *World Within World*, he speaks of "characteristic homosexual insouciance": and our response may include uncertainty as to whether this is to be taken as characteristic of Spender, or of homosexuals. Again, not much liking a book by a daughter of Bertrand Russell, he praises her for discerning that "the people whom Russell attacked as privileged were, as a rule, less well-born, less able, less successful and less rich than himself. She has stumbled on a classic paradox of political radicalism..." But if there is such a paradox, it clearly cannot be illustrated by the case of a man who was so well-born, able, successful and rich that almost anyone he attacked would be bound to have less of those qualities than himself. And when it comes to H G Wells, distaste proves to be altogether the enemy of critical commonsense: for the frostiest judgment I must seem plain nonsense to decry the author of *Kipps* and *The History of Mr Polly* as "an extremely feeble imitator of Dickens".

The oddity, perhaps not so odd, being that into a wonderfully interesting discussion of autobiography, Mr Cockshut has, willy nilly, implanted an oblique autobiography of his own. I have sadly to add that, at a time when poor proof-reading is generally more evident than ever it was, this is the worst example I've encountered in a book from a university press.

Review



Swine before pearls?

by Henry Meyric Hughes

Funding of the Arts in Europe. Edited by John Myerscough. Policy Studies Institute £4.50 inc. postage.

It comes as something of a surprise to discover how little detailed research has been carried out into the sources of art funding in this country, and almost no serious attempt has been made, so far, to collate and compare similar information from other countries in Europe. The Policy Studies Institute has done something to make good these omissions and the Eighth Report of the House of Commons Select Committee for Education, Science and the Arts, *Public and Private Funding of the Arts* (1981/1982), contains a mine of useful information. Now we have this additional collection of essays and reports, *Funding of the Arts in Europe*, edited by John Myerscough, which attempts, for the first time, to set the problem in a European context and to make some attempt at reasoned quantification and analysis.

Commissioned from a number of civil servants and researchers from eight European countries, his aim volume is the fruit of a research workshop on the Financing of Cultural Policy, held in Munich, in November 1983, under the auspices of the Council for Cultural Cooperation of the Council of Europe, and justly claims to represent "the fullest available description and analysis of the funding of the arts in Europe, the relevant administrative structures and related national policies".

The first thing that needs to be said is that the experience, in Britain, of rising costs and declining budgets, appears to be shared by other European countries. One of the essential differences, however, may be the relatively modest role that we assign to the arts in public life and, in consequence, the excessively modest funds that we allocate for their development. As this book

makes abundantly clear, we lag far behind our neighbours, in this respect, and the editor has not shrunk from the task of trying to quantify the gap.

When due allowance is made for the differences in public accounting, it would appear, from the most recent figures available, that France, West Germany, Austria and Sweden were all spending three or four times as much as Britain on the promotion of the arts, and that even the Italians outperformed us by a comfortable margin, despite the colossal burden of maintaining their cultural heritage. Most strikingly, public expenditure on the arts in France reached a level of £22.55 per head of population in 1982, as against £5.80 per head in this country for 1981/1982, and by then expenditure by the localities had already outstripped the contribution of the Ministry of Culture.

The response to the crisis in funding has varied, according to local circumstance and historical tradition, but there is surprising agreement on four main strategies: almost everywhere, the search has been intensified for outside funding, to counterbalance the shrinking supply of public funds; even in countries with centralized administrative structures, such as France, there has been a growing willingness to devolve executive responsibility and encourage the growth of local initiative; fresh justification has been provided for the arts as an industry, attracting tourist and providing employment; and new methods of accounting have been introduced, along with the paraphernalia of modern management techniques.

Paradoxes abound, of course, and these are not always revealed by the bald statistics. The search for alternative funding has led, in France and Italy, to unlikely alliances between capitalism and the 'progressive' Left; and attempts to encourage sponsorship can sometimes amount to an effective removal of control over the way that

public funds are spent, for public purposes; a policy of devolution is likely to backfire, if the localities are unwilling to take on their share of responsibilities and if political factionalism ("Lottizzazione") undermines the strength and autonomy of existing institutions. However, the essential message remains the same: that the arts will obtain the level of support that they deserve, only when it is recognized that they are an essential part of the fabric of society, and that they can no longer remain immune from the political realities of mass unemployment and economic restraint.

The authors of these documents show that they clearly understand the need to speak a language which will make sense to the politicians and legislators, on whom the arts depend for their prosperity. Nowhere is this more apparent than in the contribution of Herr Peter Nestler, who is himself responsible for defending cultural expenditure in the large state of Nordrhein-Westfalen, and offers a fund of practical, down-to-earth advice.

One topic which is scarcely touched on here is the important role of international cultural relations, and it is left to one of the Swiss contributors to comment that "The arts have indeed become international to the point where the vitality of a nation's life depends largely on the extent of its international exchanges in the cultural field". It is greatly to be hoped that a future study may be undertaken of the policies of funding cultural exchanges in Europe, to complement the pioneering work which has been undertaken in the present volume.

All in all, this is an invaluable publication, which combines a wealth of source material with, enlightened critical comment. The translations are, on the whole, accurate and readable. With the glaring exception of a repeated mis-spelling of the French word "Département".

ARTS

Hiss and twinkle

The Lion, the Witch and the Wardrobe. By C S Lewis. Adapted by Glyn Robbins. Directed by Richard H Williams.

Westminster Theatre
Peter Pan. By J M Barrie. Directed by John Caird and Trevor Nunn.
The Royal Shakespeare Company at the Barbican.
Peter Pan and Emily. By C P Taylor. Adapted and directed by Teddy Klendl.
The Albany Empire, Deptford.

Among the pants and the welcome David Wood revivals (*The Gingerbread Man* is still at the Bloomsbury Theatre and seasonal theatre country-wide could be fairly called a magical woodland) established literature seems to be the main inspiration for Christmas shows this year. *The Ancient Mariner* (National Theatre) and *The Wizard of Oz* (Unicorn Arts) have already been reviewed on these pages. *The Wind in the Willows* has spawned a second dramatic offspring: besides the usual *Toad* (Fortune Theatre) a new musical based on the whole story is due to open soon at Sadler's Wells.

The production of *The Lion, the Witch and the Wardrobe* at the Westminster sticks admirably to the original. The staging is simple but effective, the billowing curtains of the wardrobe room becoming the snowy wastes of Narnia in a technical twinkling. Tension is maintained mercilessly with the help of convincing playing by Susannah Morley as the icy impressive White Witch and Peter Clayburgh as Aslan (Barry Woolgar) is gloriously awe-inspiring, more a Billy Graham than a Christ-figure (the parallel of death-in-expiration followed by a resurrection is clear enough, however) and the four children, played by adults, make a believable team even if Susan comes over as a little too young and hisping.

The RSC *Peter Pan*, revived for the third Christmas, is still a feast of magic, comedy and pathos. Jane Carr returns as Wendy, investing the phrase "frightfully fascinating" with childish knowledge and being the fussy little mother to a tee. John McAndrew as Peter is splendid and Stephen Moore repeats his marvellous Hook. The children, soaring with Peter through the open Darling window on the wings of Stephen Oliver's music is unforgettable. Let us hope that this is not the last we have seen of the RSC's *Pan*, in which Barrie's original intentions are so lovingly recreated.

The day has surely gone when *Peter Pan* could be written off as cosy. Middle class it remains, however. *Peter Pan and Emily*, redressing the balance, takes the boy who wouldn't grow up into a black South London single parent's world where Emily (Jane Williamson) has been forced by circumstances to grow up prematurely. She and Peter (Helen Crocker) set out with her younger brother and two live-wire toys, Sandy Doll (Beverley Michaels) and Action Man (Nick Edmett) to seek her lost childhood. It is an attractive idea which doesn't quite come off because the quest cannot reach a satisfactory conclusion and because the political content is often directed at adults. There is no easy escape for Emily, but there is escape along the way. The theatre has been transformed by Free Form into an exciting environment with ropes and jungle plants, stars and a ship's prow, the playing area being two criss-crossing catwalks which quarter the audience.

If the Hook/Smee scenes have become a little self-indulgent, there is genuine audience participation as the story is told around and above the children. Hook (Jimmy Harkiss) is hissing and rearing by turns and Smee (versatile Bill Monks) looks like a disconcerting cross between Gandhi and Alf Garnett. The aerial acrobatics, mainly by Pan, are thrilling in their own right. This production should have convinced first-time theatre goers that live theatre is a good deal to offer that cannot be confined to a television screen.

Heather Neill



Our common culture

Robin Buss on the highs and lows of Christmas television

No one drank too much, no one told the kids to stop making a nuisance of themselves, no one asked: "What's happened to Anne?" The reception after Prince Harry's christening was a decorous occasion and a lesson to us all in those standards of behaviour and tolerance which were one of the themes of the Queen's Christmas Day broadcast. It may be different in the drawing rooms at Windsor when the cameras aren't watching. It hardly matters. The Royal Family, at this time of year, is part of the miniature, ideal world that television offers as its contribution to the survival of the Christmas spirit.

Back in the real world, the lonely, the sick, the unemployed, one-parent families and households on the brink of divorce are still with us, death, war and intolerance continue and even the fortunate have to cope with the normal traumas of the time, possibly including *Emu at Christmas*, *Christmas Blankety Blank* and another dose of *Mary Poppins*. No wonder so many people turn themselves at this time of year. Scrooge's avarice may do its bit to decrease the surplus population, but the conspicuous jollity of his nephew also helps.

As H M Quinn, milkman, wishing all his customers, white, black and gold-top, a merry Christmas and peace and prosperity in the coming year, Ronnie Barker neatly caught the spirit of the event and together the Two Ronnies managed, in a courtroom scene of less than 10 minutes, to parody every television game show you could imagine, from *What My Line*, through *Mastermind*, *Call My Line*, *Give Us a Clue* and *It's a Knockout*, to *The Price is Right*. Like most of their humour, it worked because the pace and timing were impeccable and because they knew their audience. Not that it's hard to know. Forget literature, painting, music, politics. The one subject that

everyone understands is television, which is why so much of its humour is self-referential. In a country of several languages, many dialects and diverse histories, it is the nearest thing we have to a shared culture. The formula for *Mastermind* is as much part of the national consciousness as the form of the limerick. And, as televisioners, we belong to a closed society like the Army or a club in St James's.

Christmas is the time when the formulas come into their own. Fragmentary survivals from the non-television portion of British culture are enrolled to bolster up the seasonal spirit, Christianity, carols, Santa Claus and crackers. But in the main what the television companies rely on as they plan their schedules over Christmas week is the special edition or revival, to be consumed with the same disregard for health and normal diet as Christmas pudding. It would hardly be Christmas if you could turn on the box without seeing some "personality" banned from your front room on every other day of the year, making a fool of himself or herself in honour of the season.

There are compensations. As well as James Bond, M Poppins and the annual (usually inferior) version of *A Christmas Carol*, there are some excellent films. *Fanny and Alexander*, allegedly Bergman's last and certainly one of his best, turns out to be ideal for the time of year, starting and ending with the Ekdahl family Christmas and affirming the values of tolerance and affection and family life with as much conviction and a good deal more energy than the Queen's Speech. BBC2 showed it on December 23, 29 and 30, in its television version, and as far as I am concerned they can show it again next year and the year after.

Then there were the classic movies: *Jour de Fête* (CA), *Limelight* (BBC2), *Some Like It Hot* (BBC1), *The Third Man* (BBC2) and so on. Nothing to

complain about there, and if the video is working you can get on with opening your presents, sleeping off your seasonal over-indulgences or making a once-yearly visit to your cousins' while the machine captures the film for later viewing. There was also *Airplane!* (TV, Boxing Day), which is Hollywood doing for the disaster movie what the Two Ronnies did for television. It came at a moment when this family really needed it, and we have been quoting episodes to each other ever since, to the irritation of visiting friends or relatives. Did you see the look on the stewardess's face...? Well, never mind. The film was not that funny. It's just that Louis, Claudia and I, having shared the occasion, belong to an exclusive club and its membership is closed, for ever.

The season of goodwill is also the season of ghoul, ghosts and ghouly murder, all suitably stylized. I must be to do with the long nights and uncome-forable weather. "Can't we have an 'oldtime from all this blood and death'?" asked a character in *The Big H* (BBC2, Boxing Day). Tony Harrison and Dominic Muldowney's music-drama, using 25 pupils of Woodkirk High School, and written in rhyming couplets with a good deal of alliteration, this started as a nice allegory on the Massacre of the Innocents with three June Watson and Jim Carter (taking turns as Herod), but ending as the Three Wise Men (Parsons). There was some good use of children's paintings of the massacre, some clever dialogue and pointed references to "kiddie", "kid-killing skills" and the Grand Child Eliminator (GCE). But there were too many targets, from to Standard English and even the motto of the City of Leeds (*Pro Rege et Lege*) where the story was set. By the end, the message of the teacher taught and the deplorable effects of what we call education, was lost - if that was the

message.

Janey Preger's *Angels in the Annus* (BBC1, Christmas Eve) was rather less ambitious and better focused. It also used a large cast of children (from Ladypool Primary School, Birmingham) to dramatize the conflict between a traditional teacher (Stephen McKenna) and a head (Alfred Molina) who is determined that the school Christmas show will get away from the nativity play of other years and demonstrate the "relevance" of the Christmas message. "We're doing it differently this year... Everyone's going to have a part and the nice thing is that no one's going to be more important than anyone else." This involves improvisation and using Superman, Spiderman and Batman as the Three Wise Men. "Will they be wanting camels?" Mrs Preger asks. "No, they'll want a motorbike and a sidecar. They have to arrive on the bus." In the end, thanks to some creative improvisation by the cast, everyone is happy.

Following *The Big H*, my video recorded what proved to be the last word in Christmas television: a quiz show about television of quite unbelievable inanity in which the losing team was consoling with prize of television licence stamps. After that, I hope they knew where to put them. The winners were then confronted with an "expert" team, composed of three television quizmasters, including Nicholas Parsons. It was too much. Remembering the Queen's invitation to imitate "the child's readiness to forgive", I switched off. There are times when I wish television would utterly devour what it so often feeds off. Its offerings for the festive season are not always conducive to charity and goodwill.

Among this week's contributors:

Edward Blishen's latest book is *Second Skin* (Hamish Hamilton).
Henry Myrie Hughes is director of the Visiting Arts Unit, British Council.

Next week

Stephen Barber on books about adoption and fostering; Jessica Saraga surveys the current field of world-history textbooks.
Kerry Downes on current exhibitions of architecture.

Gillian Klein

Contact Claire Hyde on 01-3360227 for details of Options.

ARTS

Literary competition

Competition No 58. Report by Chary-bdis.

Invited to compose a Christmas story appropriate to 1984, competitors responded with their customary gusto and ingenuity, whether deploying Dickensian originals in new guises or inventing characters all their own. The most popular impersonator of Scrooge was (surprise, surprise) Mrs T. Chary-bdis must confess that he is himself no great lover of the lady; but as there is already a competition where a regular weekly Thatcher-bash seems almost *de rigueur*, she will go untrouced in these columns for once. Jack Whiteside, however, wins a £4 consolation prize for a splendidly sustained and exhortative pastiche of the great opening paragraphs of *Bleak House*, in which she comes in for quite a pummeling. In true Pickwickian spirit, I commend everyone this month, and especially praise Michael Birt, E J Elwin, Carol Hall, Phil Carradice, Janet Dear, Gerard Benson, Audrey Bradshaw, N Warburton, Michael J Smith and D A Prince, who all came within a Santa's whisker of winning one of the £12 prizes, which, after much pondering, I award to Peter Norman, Rex Harley and V Ernest Cox.

Drizzle. The metropolis lay drenched in an ocean of drizzle. Drizzle oozed its way into the festive fairy-lights and short-circuited them. Drizzle dripped down the noses of carolers, mink-ing them sing out of tune. Drizzle misted up the spectacles, extinguished the pipe, and permeated through to the neck of Mr Jollyfellow as he blithely approached the sole vendor of Christmas trees who had not been driven from the streets by the soul-destrorying drizzle.

"Compliments of the season, my good man," boomed that irrepressible gentleman. "Uncommonly mild weather we are enjoying for late December!"

"Mild it may be," sniffed the tradesman mutinously, "but it ain't entirely to the taste of us street vendors, sir. Cold we can cope with, but this wet... It's werry haggardvatin', an' no mistake."

"Pie upon your unseasonable carping!" cried Mr Jollyfellow. "Now, deliver me up one of your finest one-and-sixpenny trees - a bushy, dark-green specimen, if you please, whose verdant and symmetrical branches will bear the heaviest of baubles. A fully-festooned Christmas tree is a joy to behold, is it not?"

"Dunno abah that," replied his interlocutor, dragging forth a spindly, predominantly brown tree whose youthful trunk had been sliced off and nailed to a block of wood. "This is my werry best, an' it's one pahnd fifty a

foot. Sorry abah the brahn bis - they say it's on account of the acid rain."

Peter Norman

Toby Veck shook his old head in underment. "So many observations," he remarked to his companion. "More observations than a parcel of newspapers, and all in one little box."

"Television," pronounced Alderman Cute with habitual authority. "Plain and simple, if only you understand how it works. Plain and practical."

"Television," Toby repeated, im-buing the word with an uncertainty inconceivable to the self-confident gentleman at his side. "I cannot deny its convenience: both to tell us the news and how we should interpret it. Yet, for all that, it goes against the grain, for should a man not develop his own opinions?"

"Opinions! Parliament is right; television is informed. There is no need for opinion."

Such an assertion of plain truth should have drawn assent from the most sceptical listener, yet Toby's brow was disfigured still by an unwelcome thought. "And you say," he ventured, "that whole families sit around the television on Christmas Day?"

"Indeed so. Then they will not only be informed; they will find themselves entertained, and all in the privacy of their own houses. No need to go out; no need to dance in the company of strangers; no need to share -"

"But Christmas of all times."

The Alderman made no response. He had switched to Ceefax. The purple and yellow computer-script flushed its seasonal message: FILMS - 7.15 BBC1 - A CHRISTMAS CAROL. SCROOGE LEARNS THE REAL MEANING OF CHRISTMAS.

Toby Veck smiled, and a century of festive lights twinkled in his eyes.

Rex Harley

"Christmas is so reliable. Every December, in it comes, open armed. Never fails." Mark Flash chuckled at the predictability of its all. "A gift from God," he said. "And we can't think how to use it."

"We could sponsor it." The beam from an uplighter caught Patti's contact lens and her eye sparkled. "Patti, my dear little adman's delight, you can't sponsor Christmas. It's not something people go to, it just happens. Snooker you can sponsor. Christmas you can't. Try again."

Patti stretched. "I'm exhausted," she said. "Let's sleep on it."

"Sleep! It's the end of January. Christmas is upon us." Mark beckoned Patti to join him where he lay on the denim carpeted floor of the Creative Suite of Flash Promos plc. "Back to

No easy answers

Home and Away
Belgrade TIE Company, Witely
Abbey Comprehensive School,
Coventry.

This programme, for "young people, teachers and parents", is going into Coventry senior schools for one or two week residencies to enable staff across the curriculum to spend a day on the project with four or five able pupils in their personal tutor groups. There are also special evening performances for other staff, governors and parents.

A 45-minute play introduces the David family: widowed mother, about to remarry, 19-year-old son Gary openly homosexual, already leading an independent life in London, and 16-year-old Clare still at school with vague ambitions of becoming a dress designer.

What was once a close family unit, forged out of shared grief and recuperation after the father's death and barely rocked by Gary's admission of homosexuality, is now plunged into angry conflict by the arrival of Frank in the mother's life. Gary, preoccupied with job and friends in London, reaches an uneasy toleration but Clare cannot accept the replacement of her father by a stranger and, under the

pressure of a "family" Christmas, abruptly leaves home.

Rather choppy written with two many large themes squeezed into a brief performance time, the play is very much an introductory exercise. Afterwards the children have to "find out" as much as possible about each person" by talking to the actors in character.

Like apprentice social workers, clipboard and pencil in hand, they set about their task with a serious enthusiasm, questioning and often challenging the characters over aspects of their behaviour to one another. Rigid, narrow attitudes, quickly recognized by the children, came in for the heaviest fire and a tolerant objectivity and often generosity of "can't you put up with variations of," "can't you put up with him if he's making your Mum happy?" him for a common attitude towards Clare.

No naive, easy solutions were offered and many of the children's comments showed maturity of understanding, often arrived at through similar personal experiences - some of which one or two of them tentatively shared with the group.

A 150-page, loose leaf resource pack offers a variety of alternatives for further study.

Ann FitzGerald

LINGO

a Christmas competition

This is the final week in our six-part competition - with book tokens worth £200 as prizes - open to all readers of *The TES*.

Winners will be those competitors who have successfully - or most nearly successfully - completed Parts 1 to 4, and are adjudged to have submitted the best answers to Parts 5 and 6, which will be assessed on the basis of plausibility, inventiveness, and wit.

There will be first, second and third prizes of book tokens for £50, £30 and £20 respectively, and 10 further £10 tokens awarded on the basis, if necessary, of a draw from among all those who score full marks in Parts 1 to 4.

Entries for all six parts must be submitted to Linda Bartlett, LINGO Competition, *The TES*, Priory House, St John's Lane, London EC1M 4BX. The closing date is January 18.

The Editor will not be able to enter into correspondence with individual competitors, and will not undertake to return entries; his decision will be final.

Part 6

All that Jabberwocky

It's far from easy to devise a satisfying new word. Milton did it with Pandemonium,

"the high Capital of Satan and his Peers"; but the most prolific linguistic inventor was surely the Revd Charles Lutwidge Dodgson, who gave us such marvellous creations as Jabberwock, galumph, frabjous, burble, and chortle.

You are asked to invent new words to describe two of the following and to provide each of your inventions with an etymology and pronunciation.

- an acquaintance with a handshake like a wet fish.
- a day or plan that starts promisingly but turns into an unmitigated disaster.
- a person who, when he (or she) makes a *faux pas* cannot seem to extricate himself clearly with an apology but invariably plunges deeper and deeper into the mire with explanations of "what he really meant".

NB: As some diligent readers quickly spotted, there were two misprints in our setting of Part 4: CLEET should have read GLEET, and TRAILS should have read TRAIL.

We apologize for this unfortunate intrusion by the anarchic Spirit of Christmas.

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As a grand finale to our 70th Anniversary celebrations, we are offering some interesting deals on Rank Strand lanterns. To take advantage of our special knock-down prices, and for further details, contact your nearest Rank Strand representative/dealer, who's waiting to hear from you. But hurry - the offer closes on February 1st 1985!

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BOOKS

Facilitator versus dictator

Post-Education Society. By Norman Evans. Helm £14.95. 7099 09195. £6.95. 0949 7.

Despite its modest size, this is a significant book. The editor's introduction calls it "important, visionary and controversial" and he does not exaggerate — all three adjectives are fully justified.

He might also have called it revolutionary, since it argues for radical changes in educational attitudes, practices and structures. Traditional education, fashioned to meet nineteenth century needs, is dismissed as no longer suitable for our time. The term "post-education society" in the title is implicitly misleading, referring not to a society without education but to an education system very different from the current one.

Traditionally, the lecturer or teacher directs the learning process. Norman Evans wants the lecturer to be largely autonomous with the educator as facilitator rather than dictator. An introductory account of modern society depicts the individual as powerless to influence even comparatively minor things like the service he (or she) gets from the local supermarket. In education too, the individual is up against impersonal organizations with inflexible rules that intimidate and frustrate him.

Although he is concerned with the education of adults, the author wisely looks at the whole educational process — an approach which many writers on child education might well copy. He believes that frustration begins early and that most people end their 11 years of compulsory education discouraged rather than encouraged and that many of those who go on to college and university end up not much less disen-

chanted. A harsh judgment, but from my long experience, I would say a fair one.

Both the child and the adult, Evans argues, too often find the educational process increases rather than diminishes their lack of confidence, with many educators failing to recognize that adults as well as children have continuing development problems and do not automatically become mature at 18 or 21 — or, I would add, 41. Such educators will benefit from reading the detailed account of adult growth and development which forms the second part of this book.

Society itself, Evans argues, is not really mature, nor are educational institutions which commonly fail to recognize the human needs of adults and the value of the experiential learning they have gained from life and work. A case is convincingly made for replacing many formal courses by "learning contracts" which set out clearly what a student wishes to learn, how he proposes to learn it and how he will satisfy an academic supervisor that he has learned it. Although this sounds startlingly novel, it can be seen as applying to other forms of study the procedures already commonly followed by students writing a thesis for a higher degree.

Self-directed work is welcomed as fitting in very well with the new technology and Evans sees the student as often more usefully occupied with a computer and floppy disks than with a teacher and a pile of books. So far, so good; but the "visionary" aspect of the book sometimes gets out of hand. Evans happily foresees local groups of all kinds no longer depending on sparsely attended meetings in a draughty church hall, to conduct their business. It will all be done electronically without their needing to move from their living rooms. This rang a bell. I looked up E M Forster's

collected short stories and there it was. Writing over 70 years ago, Forster describes a lecturer at work. "The clumsy system of public gatherings had been long since abandoned; neither Vasthi nor her audience stirred from their rooms." The story is called *The Machine Stops* and it is a nightmare vision ending in disaster, suggesting that our present author is perhaps too much at ease in the modern high tech Zion.

Evans appears to be a psychologist and offers us a skilled summary of the researches of many other psychologists. We can learn a great deal from him, but one thing I miss is the understanding of human nature and visionary approach that derives from studying the arts. There is a whiff of Gradgrind in his view of education as largely centred on collecting and interpreting facts, equipping us for action. For him, the crucial question a student should ask about the purpose of a course of study is: "What will I be able to do?" But some education is rightly concerned not with doing but with being, not with facts and skills but with sensibilities and character. Hence I think Evans dismisses too readily as a "silly debate" arguments about education and training. Some of the debates may be silly, but the distinction is important. After all, you can have skilled barbarians.

It would be sad if his sub-title resulted in this book being read mainly by adult educators in the traditional sense. It spans the whole educational scene from school to university, MSC courses and those provided by industry itself and it illuminates almost every topic it touches on. Indeed, traditional adult educators (like myself) will be surprised to find how little their field of work figures in the book. It is referred to very briefly but very approvingly as a "fine tradition" of courses provided by the Workers' Educational Association.

Roy Shaw

'Mental muggers'

Psychology and Psychotherapy: Current Trends and Issues. Edited by David Pilgrim. Routledge and Kegan Paul £7.95.

Although the stated purpose behind this collection of papers is to describe the present status of psychotherapy, the overall impression from the texts of a confused cry for its recognition and understanding. David Pilgrim, the editor, sets the scene for the first part of the book, on theory and practice, explaining that the purpose of psychotherapy is the relief of personal distress. But his introductory chapter to the second part, on politics, cannot be described as jargon-free, pseudo, anti-psychiatric polemic — it is ill and laing.

Psychiatrists are to Pilgrim a money- and power-mad bunch of medically-trained mental muggers. They are concerned to promote "the deprivation of liberty; the inviolation of protest; the expropriation of self; the mystification of problems; the finding of the 'originality of mind'; the same quest for objectivity as in the poetry, the author launches his main thesis in 'The Making of The Waste Land' and 'Poetic Means: Eliot and His Sources'. The first contains a detailed survey of the *Facsimile* version, and roundly applauds Pound's metamorphosis of it into the 1922 text: "Without him this poem would have been impossible."

"The Poetic Means" illustrates Eliot's plundering from his multiple sources, and his step by step transformation of these (his "Tradition") by the imposition of his "Individual Talent", typified by "The Metamorphosis of Tiresias" or "Phlebas as Oisiris" sub-sections.

The book concludes with a summary of critical reactions to the poem since 1922, and a scrupulously detailed index that makes this a veritable encyclopedia of the *Waste Land*. The poetry of Auden, Spender, Day Lewis and MacNeice, the subject of *Thirties Poets: 'The Auden Group'*, presents a very different world from Eliot's.

With their left-wing socio-political sympathies they found him "aloof to ordinary affairs", his language "irrevocably decorative or elaborately erudite". They shunned esoteric material and recondite allusion, and sought — not altogether successfully — to bring poetry back to the common man in clear, vigorously colloquial language conveying their sense of urgency — cf Auden's adjuration, "Leave for Cape Wrath tonight!", or Day Lewis's, "Nothing is innocent now but to act for life's sake".

This poetry is critically examined over the last 50 years, first by the poets commenting on each other's work and by three contemporary critics, then by eight distinguished critics, then by a chapter on the special cases of feminist theory and the psychological care of the physically ill.

The difficult chapter on what research has shown about psychotherapy, by Andrew Treacher, fails to paint a clear picture as to its effectiveness; either in its short- or long-term forms. It seems that people still have to take it largely on trust that psychotherapy is a "good thing". Surely, in view of the present heavy expenditure of public money and time, some form of accountability would be reasonable, as it is for other professionals.

It is unlikely that this collection will have any effect at all on the "medical hegemony" off its perch. The production is not attractive. It is more than likely that the editor's distress at power being in the wrong hands, and that no-one is listening to the voice of humanity, is likely to be reinforced.

Joan Freeman

Well-organized

Directory for the Environment: Organizations in Britain and Ireland 1984-5. By Michael J C Barker (Routledge £8.95). This is a handbook for those needing to contact any one of the 1,000 organizations involved in the physical and human environment. Each entry gives the relevant address, aims, activities and status: ideal for teachers, researchers, librarians, and of course pressure-groups.

Eliot et al

The Waste Land. By Grover Smith. Allen & Unwin £15.00. 04 800015 9. £5.50. 800020 5. Thirties Poets: 'The Auden Group'. Edited by Ronald Carter. Macmillan Casebook £14.00. 333 29328 2. £5.95. 29329 0.

Of the making of books on *The Waste Land* there is, seemingly, no end. Over 200 books and articles, including six by Grover Smith himself, are listed in this study of the structure of the poem and that structure's history. Despite the unpretentious clarity of the author's style, however, this is not easy reading. The findings of many years' scholarly research compressed into 153 pages taxes one's powers of assimilation; but the fruits of perseverance are richly rewarding.

Having briefly examined the relationship of the early poems to *The Waste Land* and audited Eliot's accretion to those of his critical writings and findings, the author's main theme is the same quest for objectivity as in the poetry, the author launches his main thesis in "The Making of The Waste Land" and "Poetic Means: Eliot and His Sources". The first contains a detailed survey of the *Facsimile* version, and roundly applauds Pound's metamorphosis of it into the 1922 text: "Without him this poem would have been impossible."

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Hermann Peschmann

Formal, archaic, poetic

It is more than 130 years since the first *Thesaurus of English Words and Phrases* compiled by Dr P M Roget was published. It has been many times reprinted and several times revised. The latest 1982 edition by Susan M Lloyd, of which this edition is an abridged version, contains many new words and phrases. It changes reflect



One of Paul Wakefield's pictures from *The Matter of Wales: Epic Views of a Small Country*, by Jan Morris (OUP £14.00): a celebration of place well up to its author's usual high standard.

With an eye on fame

Pages From *Concours Journal*. Edited, translated and introduced by Robert Baldick. Penguin £4.95. 0 14 057 014 4.

Germine Lucereux. By Edmond and Jules De Goncourt. Translated and introduced by Leonard Tancock. Penguin £2.95. 0 14 044 438 6.

"I want to show people as they really are, in dressing-gown and slippers" is what Edmond de Goncourt wrote about the journal. The aim applies also to the novels of the two brothers. Their search for details of place and behaviour, eagerness to capture tones and variations of dialect accurate to within a few streets led them into sinister, twilight areas of Paris, drew them into places under shell fire or swarming with a rebellious mob when more cautious, less insatiably inquisitive men would have stayed safely behind doors. It caused them to impale themselves, their friends and their colleagues in a collection of anecdotes, snippets of dialogue, gossip and character studies, scabrous, funny, embarrassing and malicious, interspersed with descriptions of political and social events and discussions on literature with those who were making it.

The *Journal*, skilfully edited and translated by Robert Baldick (with sympathy and the mastery of the art that disguises the fact that the translation is not the language of the original), aspects of the Paris of the second half of the nineteenth century described by perceptive men who knew it and were part of it, vicious, lewd, sickly, exciting, is vividly depicted with all its stink.

Jean-Jacques Rousseau: *A Discourse on Inequality*. Translated, introduced and Notes by Maurice Cranston. Penguin Classics £1.95. 0 14 044 39 4.

T S Eliot remarked that if we seem wiser than our forbears, it is because they are that which we know, a comment applicable less to the arts, than to others of their productions. This makes judgment of past works difficult, the more so, the more original they were. In those that really break new ground, what was new and daring becomes, owing to its very innovative power, commonplace and conventional; and of the at first impressive arguments, what becomes most evident and striking is frequently their want of substantial ground.

How then, on this book's showing, do we assess their *Thirties* work? Auden's pre-eminence is still widely accepted, but more tentatively since his suppression of so much of his *Thirties* work; Spender, writing little poetry since the *Thirties*, is increasingly respected for what he has achieved; Day Lewis found his true meter only later as a Hardy-esque lyricist, but MacNeice's reputation, with his technical virtuosity and the least to retract from his *Thirties* position, is higher than ever before, and probably still rising.

Thesaurus of English Words and Phrases. Compiled by Dr P M Roget. First published 1811. This edition by Susan M Lloyd, of which this edition is an abridged version, contains many new words and phrases. It changes reflect

the changes of the written and spoken language over the years, some due to new scientific and technological knowledge and the infiltration of their terminology into daily speech, and some to wider general acquaintance with the history, customs and legends of many peoples of the world. English, moreover, is no longer particularly the language of the British Isles but has become, not entirely with happy results, a world language as this edition clearly shows.

The arrangement and grouping of the entries, though approved as a

Their social position gave them entrée to courtly circles, and with them they frequented bars and brothels, tormented by the allure of the teeming prostitutes often of the most degraded nature. The *Journal* describes it all faithfully.

The brothers were distressed because, although they sacrificed their whole lives to writing and rightly considered themselves "the John-Baptists" of the naturalistic school, vulgarized in their opinion by their pupil Zola, they were always looked upon as amateurs and were accorded the respect and attention they felt they had earned. They wrote perhaps with too much of an eye on fame but their industry and devotion to their task was unflagging and their "passion for the study of living reality" all-consuming.

In the *Journal*, skilfully edited and translated by Robert Baldick (with sympathy and the mastery of the art that disguises the fact that the translation is not the language of the original), aspects of the Paris of the second half of the nineteenth century described by perceptive men who knew it and were part of it, vicious, lewd, sickly, exciting, is vividly depicted with all its stink.

Neither the *Journal* nor the novel can be ignored by any student of nineteenth century French life and literature.

Katya Watter

Birth of a notion

Appraisal is hindered, if not baffled, by the circumstance that the very wealth of new developments an original work suscitates can make it itself appear in the light on these plianly thin, uninteresting other than for historical reasons.

The *Discourse on Inequality* is an example of this. The notion that informs the work, that of the emergence and establishment of inequality, and the argument that develops it and is advanced as proof of its correctness, ideally and historically, needs must strike one as at modal points fanciful and groundless. To understand how a work so lacking in logical and scientific rigour could have had the impact it had would seem to demand an exceptional effort of imagination; were it not that some contemporary reconstructions of

pre-history, likewise enthusiastically hailed, also demand it.

Rousseau's work retains an interest not for what it said of the past; but solely for what it may be supposed to have engendered in the growth of ideas about the matters it dealt with. The claims made by Professor Cranston are, however, excessive; the effect, I believe, of reading into the text germs of ideas arisen much later, unintended because inconceivable and ergo unforeseeable effects not attributable to the author's exceptionally prescient genius.

The translation, aside from a few infelicities and syntactical errors a sub-editor should have spotted, is good; and the introduction and notes adequate.

Pierre Watter

Formal, archaic, poetic

Thesaurus of English Words and Phrases. Compiled by Dr P M Roget. First published 1811. This edition by Susan M Lloyd, of which this edition is an abridged version, contains many new words and phrases. It changes reflect

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The arrangement and grouping of the entries, though approved as a

result of the now, more demanding, attitude to scholarship that has developed during this century.

For writers of every kind and for those who wish to enlarge their vocabulary such a compilation of words and phrases, formal, archaic, poetic and colloquial, can be a blessing. The abridged version of the 1982 edition has necessarily lost a little in the compression, but still provides a most helpful reference book as well as hours of contented browsing.

KW

A world overturned

The Experience of Defeat: Milton and some contemporaries. By Christopher Hill. Faber and Faber £12.50. 0 571 13237 5.

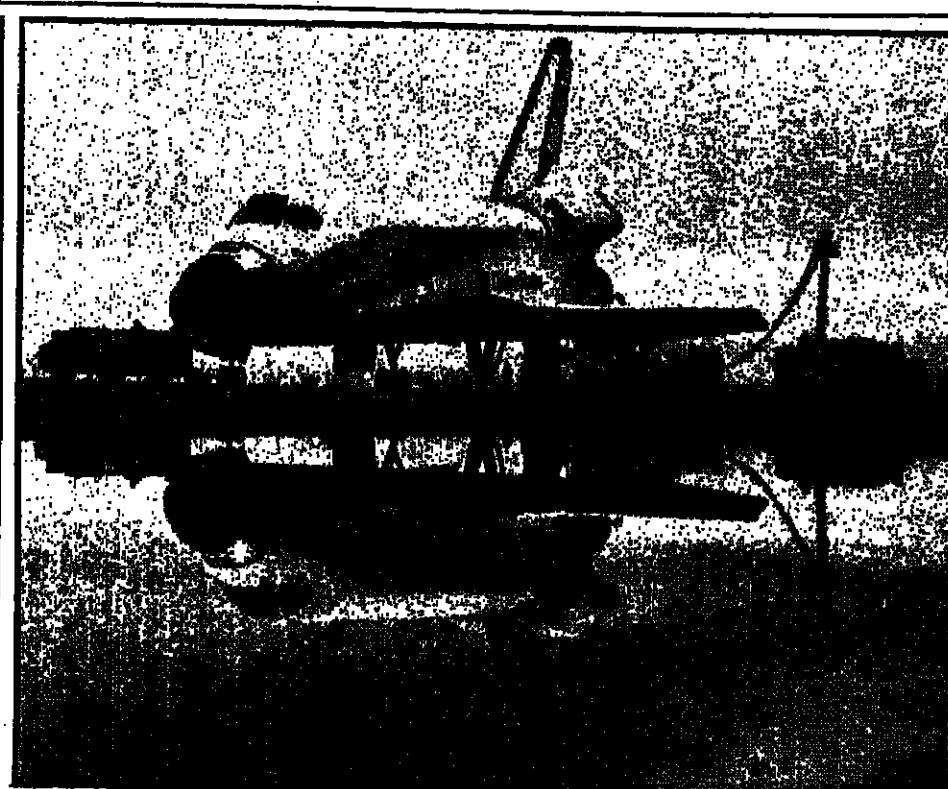
Civil wars are always the worst kind and they leave a legacy of bitterness, recrimination and recantation. Our own civil war left several waves of losers. The earliest were those radicals who expected something more of the Commonwealth than the puritan aristocracy was willing to yield and they were followed by others, both before and after the restoration of the monarchy.

Christopher Hill writes, as a kind of sequel to his study of Milton and his account of *The World Turned Upside Down*, an absorbing history of how people who had been advocates of spiritual or political change accommodated themselves to a world which had overturned all their hopes. This is the author's mature wisdom and scholarship, full of echoes of other historical situations, though he seldom rubs in the parallels and comparisons.

Maybe it is his own eminence that has persuaded his publishers to give him and the reader the courtesy of printing his copious notes as footnotes to the pages to which they refer. This is an immense boon with this particular book as it enables us to savour the marvellously florid titles of the copious pamphlet literature of the period, like the Quaker James Naylor's *To those who were in Authority, whom the Lord is now Judging*, or Isaac Pennington's *A Warning of Love from the Bowels of Life*.

Moses Wall wrote to Milton in 1759 that before liberty could be won, "there should be an improving of our native commodities; as our manufactures, our fishing, our fens, forests and commons" so as to give "the body of the nation a comfortable subsistence". And Hill muses that "now that England's historical destiny has whimpered to its end", maybe the defeated had points to make which got forgotten in the two-and-a-half centuries of imperial "success". They certainly made them with memorable eloquence.

Colin Ward



The Columbia space shuttle, reflected in a puddle on the lake bed at Edwards Air Force Base: one of the illustrations to *Entering Space: An Astronaut's Odyssey*, by Joseph P Allen with Russell Marlin (Orbis £15.00). Allen made the shuttle trip himself, and this account answers all the "what was it like" questions a reader might want to ask; the pictures are suitably breathtaking.

Mother and baby-wise

Twins in the Family: A Parent's Guide. By Elizabeth M Bryan. Constable £4.95 0 09 465570 7. £10.95. 465560.

Health for a Change: the provision of preventive health care in pregnancy and early childhood. By Sue Dowling. Child Poverty Action Group in Association with the National Extension College £3.95. 0 903963 72 8.

Health: Education Resources on Women's Health.

Victoria Health Authority and Paddington and North Kensington Health Authority.

1a Thorndike Close, London SW10 £2.00. 0930 9508 07 and 0930 9511 02.

Twins in the Family caters for the parents of the 7,000 pairs of twins born in Britain each year. It covers most stages from conception until the twins start school, and clears up a lot of common misapprehensions, such as

the one that one of the twins will be infertile. While this is not the last word on the subject, it is full of valuable reassurance and sensible advice.

Anyone who has ever sat for hours on hard seats in miserable anti-natal clinics, or who has been unable to get advice from a GP after hours, should take *Health for a Change* along to the offending clinic or surgery and brandish it under the administrator's nose. Though the book's concern is with the seriousness of the inequality of health care provision for parents and children, it makes positively cheerful reading. It is packed with examples of good practice round the country, often cases where just a little common sense has been applied to alter existing arrangements, at no extra cost. Health authorities, education departments and social services, as well as voluntary agencies are making really encouraging initiatives, which could easily be copied nationally. The depressing thing about the book, though, is that the research

was carried out in 1979 and the beginning of the 1980s. Cuts in the health service since then make even the inadequate level of preventive health care the book describes seem positively luxurious.

For all those who teach health education for women, or who are looking for information on the subject, the catalogue produced by the health education departments of the Inner London health authorities will be invaluable. "Health" is widely interpreted, and the section on Society and Social Conditions covers everything from race to housing and violence against women. There are the obvious sections on common health problems, as well as coverage of mental health, work and welfare rights. Every section lists how to obtain pamphlets, videos, books, slides and other resources, and concludes with a list of organizations to contact.

Sarah Jane Evans

Lust in action

The Complete Book of Love and Sex. By Dr Philip Cauley and Drs Andrew and Penny Stanway. Century £11.95. 0 7126 02461.

It is a shock to find the Stanways' name, made illustrious by the excellent *Breast is Best*, attached to this kind of guide which is merely soft porn in disguise. Under "prostitution", for example, one finds that "more and more women throughout the world are turning to prostitution with the consent of their husbands". The great advantage of prostitutes, the author reminds us, is that "they are available in all age-groups and all variations of body-form and colour". How convenient for the consumer. That prostitution is for the most part run by male pones is never mentioned, and that most women are responding to financial necessity only hinted at. Male prostitutes are dismissed in a paragraph. Occupational hazards like venereal disease and murder seem not to exist, since "perfectly ordinary women" see prostitution as "a quick and easy way to make money". Turning to "abortion" we find that women rarely have accidental pregnancies, but secretly want to prove their womanhood, bind their partner to them securely, or make sense of their life through motherhood. Sickness in early pregnancy is purely due to ambivalence about the baby, but breast-feeding will make her feel like a woman again, and is advised by the doctors. So even the womanly art of breast-feeding is practised under male licence.

There are no pictures of birth or of a baby in the womb. Children, indeed, figure largely in the misnamed *Complete Book of Love and Sex* as potentially active sexual beings; other sorts of love seem outside the authors' comprehension. Love for grandparents, for members of the extended family, for platonic friends of opposite sex, is beyond the good doctors. They are on the other hand quite in favour of group sex, and the seduction of young boys by adult males is regarded as harmless "apart from the possible psychological harm they do".

"The expense of spirit in a waste of shame is lust in action" wrote Shakespeare. There is more to love and sex than reducing a girl's worry over spots to shame about masturbation and giving "four tips on how to give the first kiss". O Romeo, Romeo . . .

Victoria Neumark

Warnock's law

The Law of Special Educational Needs. A Guide to the Education Act 1981. By Bryan Cox. Croom Helm £12.95. 0 7099 3429 7.

The thrust of the Warnock proposals for educating children with special needs has not proved straightforward to translate into reality. It has been a complicated task, both legally and emotionally, and even those local authority officers and advisors most committed to the purposes of the 1981 Education Act have sometimes seemed bogged down in the subsequent paperwork.

For their part, teachers in schools reassessing their attitudes and practices on integration are seriously in need of accessible information as they search for guidance and hard-to-come-by experience.

This handbook provides the guide they all need to the new law, and perhaps especially to what it has to say on assessment and appeals. By the same token, it is essential reference also for parents grappling with the same procedures from the other side of the fence.

It is advised in hardback, for a book that will be in regular use for some time to come.

Patricia Rowan

BOOKS

CHILDREN'S LITERATURE

Centre Line. By Joyce Sweeney. Gollancz £6.95. 0 575 03481 5.
Love is no Excuse. By Emily Hanlon. Brabury Press £6.95. 0 02 742520 7.
The Other Side of the Park. By Prudence Andrew. Heinemann £6.95. 0 434 92724 4.
Nowhere to Hide. By Angela Hassall. Oxford University Press £5.95. 0 19 271494 5.
The Year of the Worm. By Ann Pilling. Kestrel £5.50. 7226 5868 0.

The five Cunnigan brothers in Joyce Sweeney's *Centre Line* steal their father's car and flee across America, living as they can. The youngest, Mark, misses out on his schooling. The others try to make up the loss: "There are two houses in Congress and Mobly Dick's really Jesus Christ and if you get in a car with an older woman, you'll get VD. Now you've got a complete high school education."

Centre Line can be very funny, as here, and it is well-paced too: this scene modulates into violence, and the book's climax. The characters are lively and believable, as are the relationships between them, and the varied environments against which they act. Perhaps too believable for some: on the open spread from which I quoted, the disapproving could count the word "fucking" — used as an intensifier — three times. The language is considerably purer — and perhaps more fluent — than it would be in real life, but it may still strike some as too strong. English adolescents will, I guess, barely notice it.

What they will notice, with perhaps just a shade of incredulity, is the easy physicality with which the Cunnigans inhabit their world. An English

equivalent of this book would be a clumsy comedy of embarrassments: the car wouldn't work, the girls wouldn't play, the brothers wouldn't cope. The Cunnigans get by just fine.

"I hate the way he always touching me. I wish he would leave me alone. I hate the way he loves me." Julia's anguish in her diary might be that of any teenage girl: save that the "he" is her father, not her boyfriend. Emily Hanlon's *Love is no Excuse* never admits that it is about incestuous feeling, but readers will catch the strong undercurrent. Julia's father is a maths teacher at her school. His one desire is for her to win a place in his advanced class, and he is willing to cheat to secure that desire, and when chafes under this pressure, and when her father's possessive love extends to jealousy of her first real boyfriend, she struggles free. The father is a wooden, unlikely figure — indeed all the characters are crudely drawn — but the tensions of the relationship are right.

The same is true of Prudence Andrew's *The Other Side of the Park*. Here, too, a girl is forced to reassess her father. When Judy's great-grandmother becomes senile, and is found dead at the foot of her stairs, Judy is unable to stem the suspicion that her father is somehow responsible. She sees him as he is — greedy and unloving — and finds herself unable to kiss him goodnight: "She couldn't bear to embrace him. Whatever was or wasn't proved, she could never feel easy with him again."

Judy's dilemma is well depicted, and her concurrent effort to find out that truth about Great Gran's death and to master ventriloquism using the dummy that was Great Gran's last gift to her, are intertwined with skill. Teenage girls may well identify with her, though they may also resent the too easy ending. Adults will be kept (unintentionally) amused at Prudence Andrew's presentation of marital relations in the upper middle classes: Judy knows that her parents still "fancy each

other" because her mother appears with love bites on her neck!

Angela Hassall's *Nowhere to Hide* also has a facile happy ending, but it is a strongly conceived book with laconically convincing dialogue and pleasingly exact narrative. Jason is bullied at school and unwanted at home: like the Cunnigans, he runs away, though unlike them he manages only one night before he is fetched home. The problems are rather heavily piled on, but the response to those problems is not a formula one: in particular, Jason's relationship with his friend Dave is shrewdly observed.

Like Jason, Peter Wrigley in Ann Pilling's *The Year of the Worm* is bullied and underprivileged: a cowed, puny figure whose nickname is Worm and who never gets anything right. Until, that is, loutish Pig Baxter loses his footing on a Cumbrian fellside, and Worm is called on to display both coolness and courage to save him. The ugly duckling turns into a swan, and the sententious narrator informs us, "There are only one or two people like him in any generation."

There is something very odd about the narrative voice in this novel: it veers from objective, dispassionate description to sentences from the points of view of various characters in a most disconcerting manner. There is something unnerving, too, about the novel's complete lack of interest in real adult behaviour. The student teacher of English in chapter two, lounging behind his desk reading a pulp novel called *The Claws of Darkness* while the class torments Worm, may be convenient for the book, but in every other respect he represents a failure of imagination. This is a shame because *The Year of the Worm* is accurate and sometimes acute about children and their behaviour to each other: worried, put-upon Worm especially is a rounded, recognisable character.

Neil Philip



The Roly-Poly Bird from *Dirty Beasts* by Ronald Dahl (Cape £4.95) is one of the creatures in a new edition with illustrations by Quentin Blake.

Finding out?

Soil. Reading the weather. Astronomy. By Ed Catherall. Wayland Young Scientist Series. £3.95 each.

What sort of a way to talk to children is this? Of the first 91 sentences of *Reading the Weather*, 40 are questions. 50 are commands, and only one is a statement of fact (and *Soil* and *Astronomy* aren't any better). Is it meant to be a satirical imitation of a typical infant or junior teacher?

It's most likely that it's not satire but some half-digested notions about how children learn. Mr Catherall vaguely remembers perhaps that teachers talk about "discovery methods", and "enquiry learning", possibly even "learning through discussion". And if this is so, then these three otherwise negligible little books are a salutary reminder of what can go wrong in classrooms.

For a start, there's more to learning through discussion than a one-way stream of questions. Teachers who have tape-recorded themselves teaching, and then listened to their monologues, have learned this the hard way: some teachers respond to their first recording with a hermit-like silence and a vow never to ask a question again (it doesn't last). Perhaps Ed Catherall should try listening to his works read aloud, and see how it feels. He could start with the last page of *Soil*, headed "our soil and its future", which contains no less than 15 questions on the trot. Just a sample: "Which products alter the acidity or the humus content of the soil? What are pesticides and fertilisers doing to the ground water in your area? Is your ground water polluted? Remorseless questioning of this kind is an invitation to sullen silence, not spirited debate.

Mary Jane Drummer

Service maths

Calculus for Physics. By R. Dalven. McGraw-Hill £8.25. 0 07 015219 8.
Practical Math for Electricity and Electronics. By P. Carter. McGraw-Hill £9.50. 0 07 009652 X.

That Unesco has been much in the news recently has brought to mind the series recently published, a decade or so ago, of source books on teaching mathematics and physics. In the latter, the subjects are linked by chapters discussing whether there is adequate correlation between school programmes, how much mathematics is required by potential physicists, and whether mathematics should be regarded as a "service" subject.

Mr Dalven has no doubts. It is the application of calculus in elementary physics that concerns him, for he believes that there is a gap between the calculus learned in mathematics classes and the calculus used in physics courses. He therefore concentrates on key concepts in a physical framework. Thus a chapter on derivatives has illustrations about the acceleration of a skier, or the rate of change of temperature along a bar heated at one end. Similarly integration introduces centres of mass and moments of inertia.

However, the aim is "not to teach physics per se, and the physics used is kept as simple as possible". So the utilitarian mathematics and the physics are carefully matched. The result is certainly something different from the

normal run of textbooks, but it is easy to assess how effective it would be in the classroom, or in use for individual study.

The second book must obviously hit a target. It is specifically for young technicians, the mathematics (a pity that the American abbreviation is in the title) is presented in a setting of practical electrical problems. Thus the headings are mainly of terms such as Ohm's Law, Series and Parallel Circuits, Networks, Inductance and Capacitance. The fact that in them the chapters are designed to inculcate the rearranging of simple equations, the rearranging of a formula to find a new subject, or the resolution of vector quantities subordinate to the technical language and flavour.

The student therefore approaches from the beginning the relevant algebra and trigonometry and scientific studies, and accepts the subject which may not have his attention. The process is eased by the author's care in explaining the sensible integration of the work, the words "each new math item is treated with electrical calculation" and each new electrical problem is coded by the mathematics needed for its solution. The book works, and the result is a useful exposition of basic topics.

F W Kell

EXTRA TRAVEL—TIME TO PLAN



The central valley of Yosemite National Park

The great exchange

An experience of America
by Susan Thomas

I had this house-proud friend once, never a thing out of place. One day, as nine and a half months pregnant, she grovelled under the stairs dusting the potatoes. I asked her why? "Suppose," she said, "a burglar looked in the larder, what would he think? I'll tell you one thing, she could undertake a home exchange without a quiver."

We did one last year, with the United States. It was great, fantastic, the experience of a lifetime. It took a week's solid spring cleaning, supplied friends with enough junk to fill their market stall for three weeks and left the house like a gigantic Lord and Say workshop with flash cards on every drawer and cupboard. We mended the cooker, the TV and the hot water tank and left in a state of exhaustion. That was the hardest part.

The Great Exchange, the transatlantic company which arranges exchanges between, hopefully, like-minded, professionals in the London area (Home Counties will do nicely) and others in New York, Florida, Los Angeles or San Francisco, did a great job. They fixed the flight with Pan Am, the insurance, and, after vetting, linked us to a family in Los Angeles. They unite architects with architects, lawyers with lawyers, doctors with doctors and so on. Teachers are high on their lists. And anyone keen to understand what happens to education in a commercially based, TV-ridden society, should find the dialogue with the new friends and neighbours, profoundly thought provoking.

We paid an initial £15 registration fee, £25 for the home visit (checking facilities, neighbourhood etc) and a £200 deposit to be held until outstanding bills are cleared. Telephone and repairs were paid. They listed medical and no claim bonus cover and standard Pan Am Super Apex fares.

Both parties fill in the same questionnaire describing family and possessions, and swap snaps. Culture shock begins here as you assess the number of computers, fireplaces, air conditioned rooms, swimming pools and second homes in your possession. Americans clearly have different standards.

"In fact," says John Allen of the Great Exchange, "they are delighted to leave ranch style bungalows in Florida for two-up, two-downs in Balham because they can hop on a big red London bus straight to the Palace and because even the smallest English home is bigger than a central London hotel room. Just as well."

We filled in a lengthy form listing friends and neighbours, (the whereabouts of stopcocks, fuse boxes and all those phone numbers you hope never to use, left maps, tourist information (much of it supplied by the Great Exchange) and suggestions for good pubs and local visits. We left the fridge stocked and a meal ready for their arrival. They did the same.

We found the experience fascinating — not relaxing, not reassuring but extraordinarily stimulating. Living in an American home, meeting our partners' friends, cooking the food from their larder, watching TV and travelling American style, taught us more about real life "stateside" than anything we could have gleaned through the rose tinted windows of a tour bus.

Traffic cops really do yank motorists out of their beat-up old Chevies, hustle them into "the position" and frisk them for speeding; checkout girls greet you like old college chums — "Hi there you guys. Haven't a good day... you gotta be Australian with accents like that," and the world is full of spunky old ladies who drive zippy little cars with number plates like "Mom from Texas" or "I'm 4 KIDS" and cut you up on the freeway. As for the hickory-smoked hams and the chew hams, wear baseball hats and teach their grandsons to fish and shake hands like a man, they are a dime a dozen at the bullgum.

Back at the ranch, three bedrooms, three bathrooms, hi-tech kitchen and pool which never fell below 80, we were greeted by a niece who showed us the house and left us to lock up and go to bed.

It took nearly an hour to turn off the lights. There were knobs, slides, buttons and cogwheels, some in tandem others on time switches. And the doors were just as complex. That was when we wondered what our partners might

find difficult in a simple Victorian country house.

In the event, they faced worse, never coming to terms with the hot water system, the back door or the milk deliveries.

They found our motorways hair raising and we were scared witless on theirs. Freeways are no place for jellied Brits. Peak time driving in LA is like trying to plait lightning. Over-taking is permitted in any lane, slip roads slide in and out at half mile intervals and six lane highways merge and divide again in the twinkling of an eye. The only saving grace was the extraordinary tolerance of Californian drivers for whom a horn blast is a sign of rare ill-breeding.

Having exchanged cars as well as homes, we inherited their automatic, talking Chevrolet. Once we'd gotten used to its Dr Spock voice and rolling, prairie gal, we used it extensively and it's air-conditioned interior was bliss as temperatures soared into the hundreds.

We took the leisurely scenic Highway 1 north up the dramatic Californian coast fringed with help beds, sea otters, artists communities and tiny fishing ports. We went to San Francisco and on to Yosemite National Park, surely the most beautiful place in the world.

In San Francisco we did the sights — the cable cars, Chinatown, Fisherman's Wharf, Alcatraz, the museum of Modern Art and the Exploratorium, a riveting hands-on science exhibition housed in a tatty hangar. And they were great.

Yosemite was even better. Once the home of the Ahwahneechee Indians and now a climber's and back packer's Mecca it is enormously popular. But the crowds stay in the valley, masked by trees, absorbed by the interpretive centres and informed by the ranger's talks. And on high ground the loners, on foot or horseback, equipped with their Wilderness Permits, roam among the lakes and peaks.

Deer, bears and eagles abound. They are real, live and wild. The bears especially are wild, wild about junk food and the people who lock it away from them. Occasionally they attack

campers. More surprising to Europeans, who after all, expect bears to be dangerous, are the notices warning visitors not to feed the chipmunks or deer who may harbour bubonic plague carrying fleas and the dire warnings about poison oak.

There was too much to see. Another time we would spend longer in Northern California, hire a camper van and get away from it all, into the High Sierras and around the wine growing country of the Napa Valley. But the first time is a learning experience.

We learnt that anything called "national" or "civic", parks or recreation areas, galleries or museums, was likely to be excellent value — beautifully designed, presented and preserved.

Commercial undertakings on the other hand, Disneyland, cowboy traditional villages, the Queen Mary, Howard Hughes's costly wooden flying boat, were disappointing, commercial to the point of nausea.

Certainly the nastiest experience was the visit to Tijuana — a Mexican border town which apparently exists for the sole purpose of providing Americans with traditional handicrafts at rock bottom prices.

It features desperate poverty,

hordes of blind or crippled beggars, tiny sloe eyed Indian flower sellers and the Sunday bullfight. If you want to visit Mexico give Tijuana a miss, get special car insurance and go further south.

In the third week we began to discover the Americans, through neighbours and relatives. They were friendly, helpful and astonishingly un-informed. When we looked at the media we discovered why.

Television was even more awful than we had expected — hour after hour of quiz shows, evangelism and ancient, black and white British movies — and the press was unremittingly parochial. In the middle of the presidential campaign it was "Religion and the threat of Communism" which filled the headlines. The summer riots in South Africa, events in the Middle East, even the proposal to build a nuclear power station on Diablos Canyon, right on the San Andreas Fault, got barely a mention.

The neighbours were concerned to show us only the good side of Los Angeles — they took us to the ball game, to football in the Olympic stadium, out to eat and diving. They tried not to show us Watts district where the riots occurred in 1976 or the

continued

Work, work, work

Starting Out: A Life Skills Record Book. By Mick Gower. Collins Educational £1.50 00 197301 0.
Write Your Own CV. By Rachel Hudson. CRAC £3.50 0 860221 613 6 (£2.90 on orders of 10 or more).

Surviving Interviews. CRAC £3.40. 0 86021 623 3 (£2.40 on order of 10 or more).
Your Own Business. CRAC £2.85. 0 86021 529 6.
Teachers' and Organisers' Handbook on: Work Experience. By Alan Jamieson. CRAC £3.55. 0 86021 618 7.
Work Experience and Training Diary. By Erica Lawson. CRAC £3.00. 0 86021 610 1.
Work Experience and Industrial Visits. By Alan Jamieson. CRAC £2.83. 0 86021 619 5.

Reductions of £1.00 per copy on orders of 10 or more CRAC publications plus p.p.

Given the changing demands of careers teaching and guidance it is helpful to have a series of cheaply produced booklets which can be of positive assistance to both teacher, lecturer and student or trainee. *Starting Out* is a life skills record book. At £1.50 the authors intend that each school or college leaves using the booklet would have his or her personal copy, which could be used by a potential employer, when applying for jobs and training courses.

There is nothing unusual in the content of the booklet which covers finding out about oneself and the future, ways of finding a job, managing money, getting on with others and issues of health and safety. However, the sympathetic, direct and unpatronising approach which is so often absent in social and life skills material, could enliven a lesson and help the student. There are plenty of activities and tasks within the booklet. Including a profile that the teacher writes after the completion of each unit. *Starting Out* is an excellent buy.

The following three booklets are all part of the CRAC Survival and Job Skills Series. *Write Your Own CV* is a "programmed learning guide and workbook on how to prepare, write and produce your own curriculum vitae or personal profile to help you to

get a job". *Surviving Interviews* takes the student through the preparation required for different kinds of interviews. It could be used as a stimulus for role-play or simulation, particularly the sections on the interview itself — the entrance, first questions, the way pressure can build up and group interviews. *Your Own Business* is designed for young people who want to know about the possibilities and the procedures of being self-employed. I liked the section on "Are you the type?" (to be self-employed) which could make for lively discussion. The tenor of the booklet is to help students make the best assessment of their potential as well as provide information about being self-employed.

Finally, also from CRAC, come three booklets from their work experience section. Although they are mainly intended for vocational preparation courses, City and Guilds foundation courses, VETs and other training schemes, these valuable titles could be of use to most people setting up work experience schemes. *The Teachers' and Organisers' Handbook* has useful points on the guidelines and procedures and purposes of work experience. Without this planning, work experience can all too easily be haphazard, disorganised and frustrating.

Working in the Music Business. By Ray Hammond. Blandford Press £4.95. 0 7137 1413 1.
Becoming an Accountant. By Christopher Nobes. Longman £2.95. 0 582 29640 4.

Careers in Fashion. By Carole Chester. Kogan Page £2.50. 0 85038 829 3.
Careers in Antiques. By Noel Riley. Kogan Page £2.50. 0 85038 647 0.
Careers in Alternative Medicine. By Harvey Day. Kogan Page £2.50. 0 85038 815 3.
Careers in Telecommunications. By Felicity Taylor. Kogan Page £2.50. 0 85038 552 0.

"Don't think of becoming a sound engineer if you want a busy social life. It's impossible!" Ray Hammond, who has spent 16 varied years in Tin Pan Alley, offers a fascinating insight into the supposedly glamorous world of the music business. He does not ignore the glamour altogether but he stresses that there are many branches of the industry. The book is a guide for anyone

aged 16 or over and excellent for those who have an idealized view of the business.

The author weaves his way through sound recording, working in a record company and working for a pop paper. Two chapters are devoted to the retailing and wholesaling of musical instruments and there is also a useful section on telephone selling, though this is tucked away in Chapter Five. Being a "roadie" (road manager) is a relatively new phenomenon in terms of the music business as a whole. With the onset in the 1960s of high power amplification, musicians could no longer carry their own instruments and so the travelling circus became part of the tedium or glamour — depending on your view — of the pop business. As in any craft, for that is what it is, roadies have their hierarchy. Get the school or college library to buy the book and you will have the answers.

Accountants often get the butt of bad jokes but they are nevertheless indispensable — just as much for pop musicians as for other business. Christopher Nobes, Professor of Accountancy and Finance at Strathclyde, offers a simple guide for all those who are thinking of becoming accountants. He takes a relaxed view of the job, its skills, the training and the prospects. This book makes accountants more human and demystifies the mythology. I wish some of the accountants I know had read this likeable book.

There are four new titles in the continuing "Kogan Page Careers Series". Each book follows the same format. Part one considers the background and development of particular fields. Part two looks in some detail at the courses, qualifications, training and relevant professional institutions and also gives details of further information. The books are readable, packed with information and would be very helpful to teachers, lecturers and students alike. *Careers in Alternative Medicine* is timely as there is growing interest in the field. You will find all you need to know about medical herbalism, bone-setters, acupuncture, to list a few examples. The book also looks at medical techniques such as the Alexander technique. To train as an Alexander teacher takes a minimum of 1,600 hours over three years.

Richard Evans

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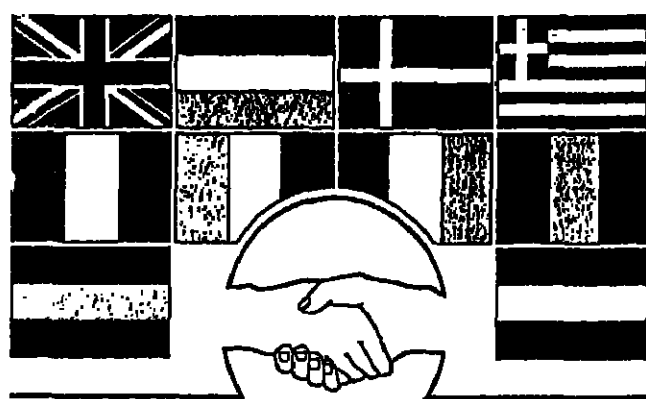
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School to School is a reader service from The Times Educational Supplement. The names and addresses of teachers from other countries who are interested in corresponding with or exchanging visits with a British school are listed on this advertisement. Please make contact direct and not to our offices. Those names followed by the code C are interested in corresponding only. Names followed by the code CE are interested in corresponding and exchanging visits.

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On the crest of a wave

tured course. However, advice and assistance were always there when asked for and high standards of safety were maintained. When strong cross-shore winds were blowing, a pair of binoculars scanned the bay and the rescue boat was at the ready.

I visited Vassiliki last June with Lunarscape, a company then in its second year of operation. They did not then provide the standard of accommodation which would have made the holiday a total pleasure and some degree of pioneering spirit was required of their first clients. However, the two previous years on the beach then under construction are now completed and the company also uses a number of attractive villas. The guests who valued the brilliantly coloured bougainvillea, the glorious views, the sun and the surfing and the joy of being in Greece, rather than those who insisted on room service were the most satisfied.

At Vassiliki, a delightful diversion is a herd of goats, bells clanging, that daily crosses the beach to drink from a nearby stream. It is hard to imagine what the goatherd, indeed the other villagers, make of the topless sunbathers, or with what trepidation or eagerness they view the proposed hotel developments.

In the village, the fishermen sit round the small harbour mending their saffron nets; tavernas line the quayside and from here, if you're lucky, you may see a sea turtle. Buy peaches and apricots in the village and take the path round the coast above small white-sanded coves. Across the bay lies the long spur of land leading to Sappho's Leap - the dramatic limestone cliffs where the poetess was said to have

plunged to her death.

The road from Vassiliki to the barren and precipitous west coast of the island climbs past the mountain villages, nuzzled gouts and donkeys, clusters of beehives and the breaking terraces of vines and wheat clinging to the hillside. There are delicious smells of Spanish broom, vivid yellow against the white limestone, wild sage and thyme. A series of spectacular hollows, amphitheatres full of wild delphiniums and poppies, has been carved into the hillsides and there are sweeping views all round. To the south east lie Skopelos, Megani and the distant mainland mountains; to the west the intense blue of the Adriatic.

The tracks descend precariously to the stark white benches of the west coast. They are almost untouched. Lefkas town, to the north of the island, has a strange shambling air and the corrugated iron and timber-beamed houses have been built like ships to weather the earthquakes. And if there's still time to be spared from the windsurfing, there are caïque trips to Cephalonia and Ithaca.

Visit Lefkas while there are still fireflies darting in the reeds and a chorus of frogs as you walk round the bay in the evening. A direct flight to Preveza and a short coach journey has cut travelling time considerably. One week holidays including flight, transfer, accommodation and windsurfing (but no meals) are from £279. For those who can't wait until the spring, Lunarscape offer windsurfing holidays on the island of Jerba, just off the Tunisian mainland in the south of the country until the end of April and at two resorts on Lanzarote, the most northerly of the Canary Islands, more suited to experienced windsurfers.

For details contact Lunarscape Holidays, 56 Bedford Avenue, High Barnet, Herts 01 441 0122.

Iron wheels to Hong Kong

Christopher Portway takes the longest continuous train journey in the world

Certainly the trip from the Hook of Holland to Hong Kong is the longest continuous rail journey in the world. A big section comprises part of the Trans-Siberian Railway, the longest continuous railway in the world. The distinction is that its near-6,000 mile route crosses just one country. For the Hook to Hong Kong line some seven countries are traversed - Holland, West Germany, East Germany, Poland, the Soviet Union, Mongolia and China plus, of course, Hong Kong. Purists will tell me of the route via Manchuria which cuts out Mongolia - but those who like to think of themselves as travellers will not want to omit this little-known country.

I have ridden the Trans-Siberian before, covering its entire length from Moscow to Vladivostok as I have the line from the Hook to Moscow with the OstWest Express as my vehicle. I have also ridden some of the lines of Chinese railways, in particular those from Chinese inner Mongolia to Peking and from Canton to Hong Kong. But in the summer of 1984 came the opportunity to fill some of the many gaps.

I left Liverpool Street on British Rail's 69-mile, one hour and 10 minute contribution to the marathon, and it brought me to Harwich. Sealink's comfortable ferry, the St Nicholas, covered the only non-rail section.

From a railway point of view, Russia starts at Platform 4 at the Hook of Holland, where a Taty blue Moscow through-coach awaits. Its *smogov* began producing cups of tea almost before I had stowed my baggage and made my bed in a first-class sleeping compartment.

Peking: the Temple of Heaven

My train was the Baikal, and it went only as far as Irkutsk which was as far as I wanted to go anyway. I say "only" as if 3,222 miles and a 4½-day ride was but a skim down the line, but it nevertheless terminates 3,000 miles north of Vladivostok, the destination of its sister train, the Russia.

Our days and nights aboard the Baikal became a routine with long swaying marches down the corridor to the restaurant car three times daily. The meals had improved with caviar - even the pink variety - more available, while the tea was the tastiest of the whole journey. Station halts gave time for a leg-stretch and purchase of fruit



The only steam engine of the journey. From Mongolian-Chinese border to Datong

Iron wheels to Hong Kong

from free-enterprise stalls. Cities of the calibre of Sverdlovsk, Omsk, Novosibirsk and Krasnoyarsk made stepping stones along the way.

Trains everywhere allow visual cavedropping into lineside villages. The Baikal was no exception as it wound by village after tiny lonely village of the Siberian steppes. Through the little wooden iza windows, framed by neatly-parted lace curtains, could be seen the simple wattle rooms beyond. Each was a bedroom, a living room and kitchen combined, a strictly functional one-room suite given a touch of longed-for refinement by the pot of flowers on the sill.

An accident involving two heavy goods trains ahead of us closed the line for 12 hours. Under a warm and brilliant sun we all lounged amid a flower-strewn countryside and visited a Siberian village certainly not on any tourist itinerary. A scheduled 24-hour rest at Irkutsk was reduced to eight, but no matter, since I doubt if its tourist hotel could have competed with the offerings of the Baikal's kitchen. Having run out of regular provisions it was forced to feed its clients fresh salmon, caviar and champagne.

On the subsequent train we reached Ulan Ude after following the southern shore of Lake Baikal and turned off on a single branch line towards Mongolia. We pranced happily at no great rate of knots over Downs-like uplands and by nightfall had reached the fanatically-guarded border. In the morning the same scenery was still with us, the rolling grasslands the habitat of the wild camel, wild horse and the Gobi bear.

The ger - or yurt tent - remains the most practical abode for families tending the vast herds of livestock that graze upon Mongolia's plains. For the majority of the people, however, the traditional home is being replaced by modern flats in urban centres.

And nowhere is this more evident than Ulan Bator, where the rows of *gers*, enclosed by palisades, flank the city's suburbs. But it is upon the more progressive edifices of the pleasant little capital that a visitor is encouraged to gaze. The awesome 13th century empire created by Genghis Khan and his successors has, today, become a non-event, the villains of Mongolia's turbulent history being designated as the Manchu Dynasty. Its overthrow in 1921 was accomplished by a revolutionary, one Sukhe-Bator, whose statue dominates the main square. That Mongolia is now firmly within the Soviet empire, as a direct result of his actions is visually evident by the number of Soviet air bases and military camps everywhere.

I was fortunate to stay at the city's top hotel (out of three), the Ulan Bator, almost of European standards. From it I issued forth to look at a still functioning Buddhist monastery, a first-class dinosaur museum, the palace of Bogdo Khan and, of course, the Soviet liberation memorial high on a hill offering fine views.

It is youth that typifies Ulan Bator. With two thirds of the capital's population under the age of 35 and the state encouraging large families; hence the fever of building that has the town in splints of scaffolding. Yet seven centuries ago it was no more than a dusty township called Urga set in a leafless bowl at a time when the capital was Karakoram, further to the west.

Prepared upon the Ulan Bator to

EXTRA



Storm clouds over Hong Kong

gance into this purely functional city. Peking to Canton is another 1,500 miles covered in spotlessly clean coaches of chintzy comfort. I awoke the first morning to a scene I thought existed only as a pattern on Chinese pottery: fields of lotus flowers and impossibly sharp-pointed hills. Paddy fields divided villages, great rivers like the Yellow and the Yangtze divided the country, and huge sprawling cities such as Hanchow provided a fine backdrop to hold the whole great nation together. We drew into Canton an hour late on the second morning.

The city's port on the Pearl River, is one I can recommend. My previous stay in Canton had been in an establishment running a fine line in cockroaches, but the White Swan shows the Chinese are catching on fast. Jade factories, giant pandas, the Sun Yat-sen Memorial and a voyage down the river filled my all-to-brief return. But with Hong Kong down the line I was impatient for a return to capitalism. We never stopped as we crossed the border by way of the famous Iron Bridge, another sign of the times. At Kowloon Station my journey ended and I took myself off for a short dose of

luxury-living at the Marco Polo, Mandarin and Lee Garden; heavenly hotels all.

I flew home by Cathay Pacific 727 to London, missing the anticipation, the gentle excitement, the rolling gait, the bonhomie of the compartment and a ground-level window on the world that is the exclusive gift of the train.

The above journey can be made as a group tour operated by Jules Verne Travel Promotions and marketed by P & O Air Holidays. Rail travel in the USSR and China also features in the tour programmes of Thomas Cook/Ranking Kuhn.



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EXTRA

Near the knuckle

David Wickers in Berlin

Ask a Berlin taxi driver to take you to the zoo and he'll know you don't necessarily want to see the monkeys. The zoo is right at the centre of things, right where the main tinsel and glitter street called Kurfürstendamm (Ku'damm for short) the "boulevard between flair and fantasy" for long) intersects with its equally trash tributes. But this innermost tantrum of consumerism, little more than a teutonic version of downtown Croydon, is, of course, just a tiny part of the Berlin story.

Greater Berlin was created in 1920 by a pair of compasses with very long legs. It is huge. West Berlin alone is four times bigger than Paris yet with less than a third of the population; nearly half of its grand circle is swallowed up by woodland and water, parks and recreation areas - even 80 farms lie within the boundary formed by the Wall. Berlin is not, you would rightly surmise, a city easily explored on foot. Everywhere you want to visit seems to stand somewhere on a distant horizon with a vast tract of greenery or a grand avenue of tarmac in between.

It is refreshing to visit a city that isn't celebrating or hard selling its nostalgia. Most of Berlin was wiped away by wartime bombs - the highest point in the entire city is in fact made from

rubble heaped from the ruins. Even the trees of the Tiergarten, Berlin's organic heart, are newish since the ancient oaks were torn down and used for fuel during the years of post war austerity. "It is a place of action and suspense, not a fossil in time" a zoo bound taxi driver told me. "This is not the capital but it is where you always feel a part of the current news and international affairs."

The one sure-fire thing that no visitor can possibly feel towards Berlin is indifference. The overriding fact of city life is location, slap in the lap of Iron Curtain geography, closer to Warsaw than Munich and the number one tourist attraction is the Wall. Since the big powers have vicariously shifted their theatres of conflict to Third World areas, the Cold War has become a far less rigid affair, but Berlin is still the only place in Western Europe under military occupation. Even when cosseted by the capitalist comforts of hotels like the Inter Continental, watching the American Forces television channel's screening of yesterday's US ball game or soap opera saga, a feeling of insular ideology can creep up on you sharply tinged by the knowledge that, if anything happens, here will be the first to go.

The Wall, covered in graffiti on one side, Persil white on the other, is a disturbing, almost medieval spectacle, the emotional response to which can only be handled by cliché. The best initial encounter with this head-on clash between East and West is from one of the peeking platforms beside the Brandenburg Gate, the original pre-war, pre-zoo city centre. On the far side lies a swathe of wasteland populated only by armed guards (the Volkspolizei or "Vopos") watchtowers, a line of floodlights and, peculiarly, rabbits. From their perspective we must appear like rows of Kilroy. I would hate to be one of "them" but equally felt resentment towards being one of us when several voyeurs started to perform rude gestures towards the Vopos. You can't, surely, condemn a system for its atrocity at the same time as taunting its victims?

Defecting, for the day - back at midnight or else, is a red-tape, humiliating, lengthy but fairly straightforward procedure. Although punctuated in a few places the most popular hole in the Wall for foreigners is Checkpoint Charlie, in the wake of Smiley's people. Be prepared to wait for anything up to a couple of hours in the cold open air, locked in one of a series of pig pens, before they stamp your passport, accept your "entrance fee" of five marks, change a mandatory 25 marks and let you in.

We virtually jogged to revive cir-

ulation up to Unter den Linden, the most gracious cul de sac in the world. Paradoxically it is here, on the "other" side of the Wall, that you are reminded how Berlin was once a royal city. Unter den Linden once the site of all the grand hotels and cafés, starts at the Brandenburg Gate and leads through a broad avenue of glamorous Prussian buildings including the Staatsoper the Ivy covered State Library where Lenin worked, the Humboldt University, and the Neu Wache, with its eternal flame to the "victims of fascism and

tious but magical prelude to Christmas.

We went to the most fine spirited fair I've ever been to, with brass band and hurdy gurdy music, warming cups of glühwein, hot doughnuts, sausages and zucker watter (candy floss). There were goes to be had in the Spuk in Schloss haunted house and jars of pickled gherkins to be won on the hoopla stalls, plus bears from the Urals, tigers from Malaysia and wolf-hounds from wherever to see. We then unsuccessfully tried to spend the rest of



Drawing by Sharon Finkler

militarism" guarded by soldiers wearing wot like tin hats and carrying in goose step, a sharp reminder of the roots of Berlin's currently split personality.

Alexanderplatz, or Alex, stands about a mile to the east of the Gate, a spacious, Soviet realist dream of the city of tomorrow, complete with happy families and dominated by a giant of a television tower the second highest structure in Europe. Here is also a centre of consumerism, such as it is especially on a Saturday afternoon when virtually every store is closed. As the day faded to dusk the entire square became illuminated by waves of lines of 40 watt bulbs, a plain, unostenta-

our 25 marks, roughly £7, on a meal but were still left with change.

The West, given its highly contrived role as the glittering showcase of capitalist values, inevitably enjoys a monopoly on the more decadent, hedonistic ones. Potpourri is a favourite adjective found in all guidebooks to describe the after-hours menu, ranging from isherwood-style cabarets to those featuring transvestism as the main theme, from satire to striptease, from heavy rock to even heavier. It is hardly surprising that West Berlin's 24-hour, anything goes life-style (just in case tomorrow doesn't) is as fascinating to other West Germans as foreigners.

But both Berlins compete in the more serious cultural stakes. In the nineteenth century, the unified version was the greatest museum city in the world; now there are still two of the greatest to be seen, one in the East and one in the West. In the former, the highest density of art and artefacts is to be found on Museum Island, in the middle of the river Spree, conveniently beside Unter den Linden. The Bodle, National, Altes and Pergamon Museums form part of the complex, the latter containing the single most famous exhibit, the Pergamon altar, an enormous white Hellenistic temple which was bought virtually intact to Berlin. The equivalent museum complex in the West is the Dahlem which contains, amongst its many treasures, a staggering collection of Rembrandts. Once these two have been exhausted, there are some 18 other museums scattered about the western city, included one devoted to the Bauhaus movement, plus 18 theatres including the Berlin Philharmonic.

With so much to do the legwork involved in doing it (though the snappy yellow U Bahn will help), most visitors will rejoice in the ample style of eating in which Berliners are apt to indulge (instead of standing in front of the Wall, Kennedy could well have been eating a large sausage when he declared "Ich bin ein Berliner"). The cosy, wood-lined Hansel and Gretel neighbourhood taverns called Kneipe, plus the numerous restaurants and tea rooms make welcome "ins" from the cold in between a hectic schedule of winter weekend sightseeing fixtures. Food is a major event in Berlin's "no tomorrow" days. So huge are the plateaus of steaming spuds, sauerkraut and shanks of pork that you'll never want to look a pig in the face again. So huge are the cakes (and most of the customers) in Cafe Mohring on Ku'damm that they ought to figure on the agenda of the SALT talks.

All things considered, Berlin was a moody weekend filled with bizarre sights and indignation. In my brief encounter I managed to buy my horse-scope from a midget in a bar with a beard and a backpack, bump into a black woman GI in full combat fatigues dragging a duvet across the marble foyer of the Inter Continental Hotel, see a man with a long beard and cow standing outside the front entrance of the main department store Ka De We for no apparent reason and a man with one leg. You may not consider the latter too surprising but if you'd have been presented with such colossal, unidentified portions of roast you'd have certainly looked twice too. Or perhaps that, even for Berlin, is a little too near the knuckle.

Travelscone (Travelscone House, 94 Baker Street, London W1M 1LA, Tel: 01-486 7811) have three night Berlin City Breaks from £179, including B & B at the Inter Continental. Other cities in their programme include Rome, Venice, Florence, Verona, Milan, Madrid, Lisbon, Vienna, Budapest, Paris, Amsterdam, Brussels and Copenhagen.

make the area irresistible to those who do not follow the package tours.

Of course, outside the Biarritz, the Basque country is not smart, thank heaven. If it were it would be more expensive and less attractive and would lure those with whom I do not want to rub shoulders. In fact, some parts of it are unsuited almost to the point of embarrassment. At Bagneres, a somewhat passé town well provided with cheap hotels and a municipal provision for taking the waters, we found that we were the only people down to breakfast not in dressing gowns and slippers.

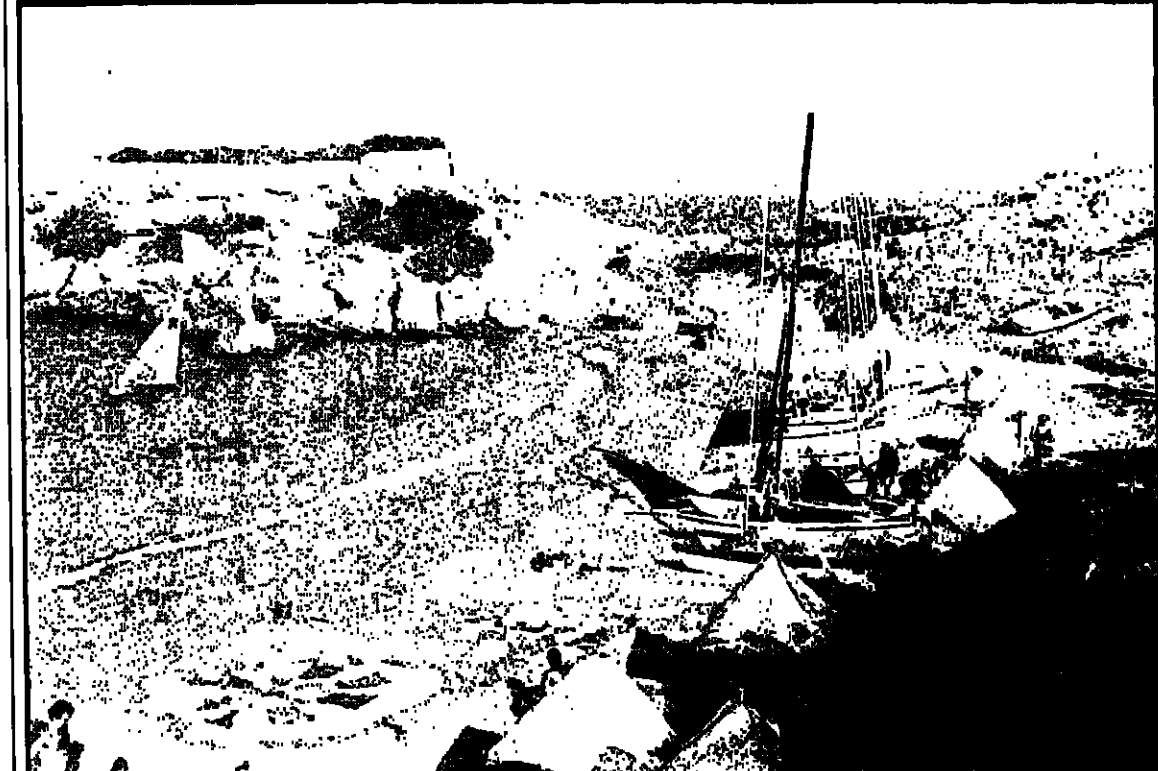
The patron, similarly attired since he also planned to piod across the square and swim when *peth djeuner* was over, made a round of the tables inquiring in some detail after the progress of the ailments which had presumably brought us to his establishment.

From Bagneres we climbed the highest drivable pass in the Pyrenees, the Col Tourmalet, 6,000ft into the clamminess of the clouds, and, like most of the high passes, barren of all but wind-flattened grasses near the top. It was amazing to think that the cream of European society had negotiated these passes in the 18th and 19th century. The first carriages got through the Col Tourmalet in 1798. Before that armies of peasant porters brought the crowned heads of Europe, rich English eccentrics and the intellectual giants of the time and the district

enjoyed the *belle époque* the guide books dwell on.

One eats well in the Basque country, and if one is not careful one eats a good deal too much. It is a land blessed with the finest natural ingredients; hams, trout, honey, truffles, pigeons and magnificent vegetables abound. There is a multitude of hard mountain cheeses; a knobbly red sausage formed in a circle, hard and spiced to the limit of the palate with the red chilli one may see drying on the walls of houses; and above all *la gabure*, a thick vegetable soup enriched with lumps of pork - and on special days with paid of duck's liver. This is made differently in every household and is everywhere a speciality.

In some ways the scenery is more dramatic than in the Alps. The mountains are not quite as high but you tend to be closer under them and they tower more above you through the mist. I have not actually been frightened by driving a pass before, but I came close to it on the Col d'Aubisque, where the roadclings for several miles to the edge of a fairly flabid and unstable cliff. Going from Aragnouet to Eaux Bonnes one has the outside station all the way and it is hard not to notice the chasm that drops away a thousand feet below your wing mirror. The road is constantly crumbling and being patched up. There is no parapet and no always room to pass oncoming traffic.



On Deniskizi beach, a spot for pure hedonism

Oranges and lemons

Jane Last visits Northern Cyprus

Northern Cyprus, they say, is a corner of earth touched by heaven. The problem for this new republic, barely one year old, is that despite reputed contact with paradise, in the eyes of our world it does not exist. And many who have loved Kyrenia since colonial days believe it now to be inaccessible or under military rule. Neither is true. The welcome given by the Turkish Cypriots truly reflects the profound hospitality and generosity of their culture.

This is the most beautiful part of Cyprus, though few tourists walk the mountains and visit the Crusader castles perched high among their peaks. Few tread the marble of ancient Salamis where Barnabas was born and later martyred, stand in the palace of Vouni high above the sea facing Anatolia or visit the oldest cargo ship in the world, wrecked in 300BC and her cargo of almonds and amphoras of wine.

The once-crowded harbour of Kyrenia (now Girne) dominated by its twelfth century castle is sleepy and quiet. Yet there is an excitement, a feeling of strangeness and adventure compatible only with places free from fish and chip shops, tour buses and pop music blaring from every taverna. And que, once the gothic cathedral of St Sophia before conversion to Islam by the addition of two tall minarets in 1570 when the Ottomans took the island.

Then speeding over the Mesaoria eastwards, almost desert now after five years with insufficient rain, to the old walled city of Famagusta. It had a reputation for luxurious living, this wealthy city in the fourteenth century. Just beyond its walls stands Varosha, until 1974 holiday playground of sun worshippers but now empty, its Manhattan-style waterfront of high rise hotels sealed off behind barbed wire.

Varosha seems to be as much a monument to present civilization as is Salamis to a past culture. We lunched overlooking the sea towards Syria, ate fresh figs, grapes and water melon and then wandered round the magnificent ruins of the city of Barnabas founded in eleventh century BC, weeds now growing everywhere and only lazily playing on the stage of its ancient theatre.

Next day I gave history, ancient and

After a breakfast of black olives, cheese and the juice of local oranges next morning, I set off for Bellapais where Lawrence Durrell lived and wrote *Bitter Lemons* 30 years ago. The small village nestles into the mountain foothills behind its beautiful abbey which stands in a garden of palm trees, tall cypresses, lemon and pomegranate trees.

It was founded in 1206 by the Augustinians who had custody of the Holy Sepulchre until the fall of Jerusalem. From what a pinnacle they must have mourned their loss. From the refectory windows the view is breathtaking, a sheer drop of 100 feet then the land falls away to the sea three miles distant. I sat alone under the famous Tree of Idleness sipping Turkish coffee and ice water reflecting on the quiet extraordinary sense of peace and spiritual freedom in Bellapais.

Next day I drove over the mountains across the scorched plain of Mesaoria to Nicosia (Lefkosa) and stood on the rooftop of the Saray Hotel and saw the Green Line snaking its way through the divided city. There were skyscrapers and office blocks on the south side, minarets and mountains on the north. I visited the Selimiye Mosque before conversion to Islam by the addition of two tall minarets in 1570 when the Ottomans took the island.

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Next day I gave history, ancient and

modern, a rest and headed off to the sea to indulge in some pure hedonism. On Deniskizi beach, a small sandy cove with rush umbrellas a couple of ex-RAF officers and their wives have turned every man's dream into reality. They have bought a flotilla of sailing dinghies, windsurfers, catamarans and speedboats and settle down on the beach each day to make their living teaching sailing, parascending and water ski-ing. Chris Cockshot and his wife Terry, founders of Dolphin Sailing, have taken the Great Gamble, sold everything they owned in England and thrown their fates to the soft breezes of Northern Cyprus. They offer complete watersports courses in conjunction with the Deniskizi Hotel and their parascending for £6.50 must be the cheapest anywhere.

We ate that night with the effervescent Niaz, once owner of a famous kebab house in Limassol near the British base, friend of air commodores and corporals alike. He has transformed the Deniskizi from a shell-damaged structure into a first class family hotel with magnificent views of sea and mountains. We sampled his grapes plucked from the vines above our heads and bananas picked from the trees which line the path down through the gardens to the shore.

The Cockshots could be described as the Modern Brits of Northern Cyprus, heavily outnumbered by the Ancient Brits who have been part of the island's fixtures and fittings since British administered the island in 1878. They can be seen drinking gin and tonics or brandy soups, their good lady wives running jumble sales for poor families and campaigning to open a Cheshire Home.

Cyprus has some peculiarly British traits for an island 2,000 miles away tucked up in the northern corner of the Med. English is widely spoken, they use three-pin 13 amp plugs and clapped-out Morris Minors and Hillmans are a common sight driving on the left hand side of the roads.

Next morning I woke early and before the heat merged sea and sky together in haze I saw the Taurus Mountains of southern Turkey 44 miles across the sea to the north. It was

continued

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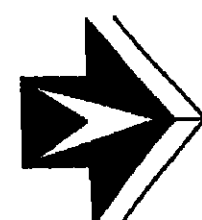
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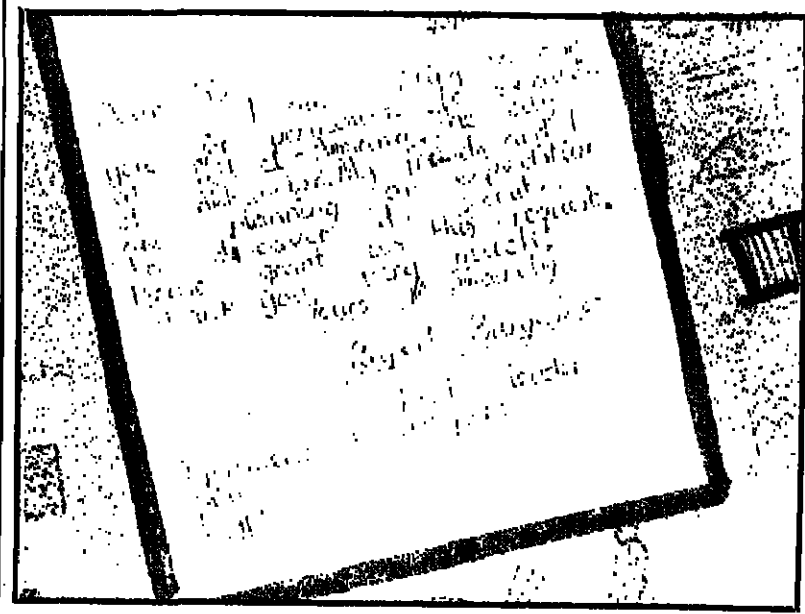
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Dig, dig, dig...

by Robert Leggat



Archaeology
On disk for BBC model B
£13 plus VAT
Cambridge Software House, Town
Hall, St Ives, Cambridgeshire PE17
4AL.

There are at least four features which a simulation - computer or no computer - should have if it is to be of significant educational value. First, a model is useful if it simplifies a real situation sufficiently so that one can handle it and learn. But the model must have substantial validity.

Second, a simulation must give an element of real choice. If one makes an incorrect choice or decision, the consequences of that decision must follow; indeed, the whole appeal of simulations is that mistakes can be made without disastrous consequences!

Third, a simulation should permit an enterprising teacher to use it in a variety of different ways, sometimes repeating it, but with different data. Some simulations are "once-only" programs; once completed they are of limited or no value to the same group of pupils.

And fourth, the program should allow for the whole class to use it. Computer simulations which satisfy all these criteria are not easy to find. Striking exceptions are the programs which are the brainchild of Barry

Holmes and Ian Whittington, both headteachers. Their most widely acclaimed program is *Mary Rose*, a landmark in educational computer programs for schools; this has been followed by *Adventure Island* and *Round the World*, each providing teachers with a wealth of possibilities. Their latest work is *Archaeology*, a program which provides the opportunity for simulated excavation by groups of pupils, and which, like their previous programs, has applications in a number of areas as well as being ideal for topic work.

The program is in fact a content-free tool, but for those who prefer to work on a ready-made database, a disk containing sample data on the Roman Palace at Fishbourne is available at nominal cost. However, useful as this is, the most exciting feature of the suite of programs is that it allows teachers to define their own archaeological site, real or imaginary, using information readily available from museums or local sites; this information may be fed into the computer and saved as a data file.

One useful suggestion in the booklet is to make a plan of one's school premises as a site; it is a valuable introduction to the program and it is something pupils can directly relate to.

This program allows for three levels of excavation. The teacher, if he wishes, may limit the areas in which different groups may dig, may determine the number of groups involved in the excavation, and the maximum number of digs permitted each session. At the end of a period, each group may save details of progress on disk, and in the next session, may carry on where they left off.

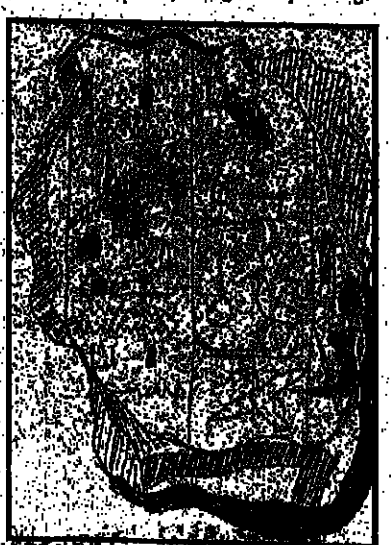
Group work of this nature will encourage children to adopt a scientific approach to record keeping. Even more exciting will be the discussion which programs like this can generate, and the rich potential for follow-up activities.

It is difficult not to be quite excited by the possibilities this program offers. It could well lead to the creation of a wealth of local data-files up and down the country, and as the program becomes more widely used, teachers' centres and colleges could become involved in data exchange; perhaps even a national organization concerned with historic places might be encouraged to build up a library of data for exchange purposes.

Now is the program confined to archaeology. Whilst leading an in-service course, Mike Rumble, primary coordinator for East Midlands, asked groups to develop simple databases of their own, provided they were NOT archaeological sites. The variations were so exciting that it is perhaps a pity the program is called "Archaeology", for it may deter some using a program which can be applied to a host of areas. Suggested exercises included letter and word recognition, decoding letters hidden on the three levels, and the layers on a dead tree. Some teachers came up with the novel idea of using the program as an exploitation game in which one of the finds is a floppy disk containing yet another data-bank of information. The premonitions would appear to be endless.

This program is extremely versatile. It has applications for both middle and secondary schools (it has been used successfully with top infants), and at the very reasonable price of £13, it is a program no school should be without.

A data file on Fishbourne, complete with information using Wordwise is available from one of the program's authors, Barry Holmes. Teachers should send a 40 track formatted disk, plus 75p to cover postage and packing.



Ways with money

by David Whitehead

Making Ends Meet.
Netherhall Software.
BBC cassette and teacher's handbook £15.
Also available on BBC B disk and RML 380Z disk.
Cambridge University Press.

This program would fit admirably into the "life skills" part of a fifth year, carousel of personal and social development courses. It aims to make school leavers think about their finances, and specifically how they can make their money last until the next wage packet (or supplementary payment?). They have to decide what type of accommodation, transport, social life and holiday they want, and review how their choices are constrained by their limited income.

The program gives students £100 of savings, and allows them to allocate their wages on a weekly basis. They have to manage their personal budgeting, while at the same time, certain unexpected events occur which involve expenditure, such as taxing a motor bike, and paying a fuel bill. The process continues week by week until the students run out of money or until they show they are able to manage successfully.

The 12-page teacher's booklet suggests strategies for classroom use, advises on how to get the best out of the program, and provides a sample worksheet which may be reproduced for use in class.

The unit is designed for one or two students per machine, but it could be used for class demonstration. The worksheet suggests a variety of roles, from a school leaver on a training scheme which pays £25 per week to a job which earns the ex-student £70 per week. The program has an editing facility, and teachers familiar with the package may wish to change several of the costs and messages. The micro program is attractively presented, with colourful, bold layout. Students who cannot be bothered to enter their personal expenses are tempted with special offers such as cheap jeans. Prudent savers may get a holiday in Brighton, accompanied by the micro piping "I do like to be beside the seaside!"

WHY LOGO

Why LOGO? Is a free 16 page booklet published by LOGO Software Ltd. to introduce their new full LOGO for the BBC microcomputer. Its contents include: the history and conceptual basis of LOGO; LOGO in action; the grammar and vocabulary of LOGO; and a full bibliography.

1985 will be the year in which LOGO comes into its own in the classrooms of Britain. Why LOGO? deals with the How and Why of this revolution in educational computing.

To get your free copies of WHY LOGO? just fill in the coupon below and send it to: LOGO Software Ltd., FREEPOST, Twickenham, Middlesex TW1 1BR.

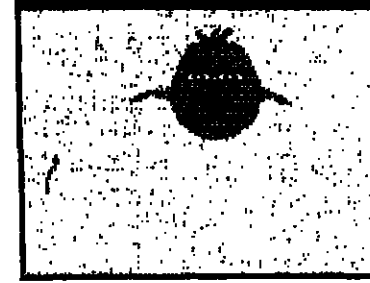
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Why LOGO? My I.E.A. is _____

NAME _____
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Podd's antics

by Jacquetta Megarry

Podd can glide



Podd
Cassette for Acorn electron on BBC
Micro
ASK Software, London House, 680
Upper Richmond Road, London
SW15.
Available on cassette for Acorn Electron or BBC Micro at £9.95 or on 40/80 track (dual-format) disc at (£11.50).

Podd is a charming reddish-brown character with a limited but splendidly unpredictable vocabulary of verbs he can understand and demonstrate. His appeal knows no barrier of age, sex or race. Toddlers and their grandmothers alike delight in getting Podd to perform. Although everyone thinks Podd is male, females warm to him equally. And in a small group of Punjab-speaking Glasgow five-year-olds, the theory volunteered by one little girl that Podd might have come from Pakistan seemed to be generally acceptable.

Podd should be a revelation to all those software designers who think that the only way of making programs fun is to make them competitive, destructive or speed-driven. Podd doesn't zap aliens, keep score or hurry you along. He simply sits there, patiently waiting for someone to type in a verb. If it's one he recognizes, he demonstrates the action with a delightful mixture of animation, sound effects and facial expressions. If the action requires legs or wings he obligingly grows them for the purpose. If he doesn't recognize the word or its spelling, he just says "Oh no, I can't!"

Podd is also a living rebuke to people who think that computer-assisted learning has to be boring, humourless or even wholly logical. Podd doesn't reprove, instruct or issue reports on how many "wrong" guesses were made. He sometimes throws in a wink. His repertoire is also curious: he can eat but he cannot drink, look but not see, and so on.

Podd ignores many of the finer gradations of meaning: of the 123 verbs he recognises, only around 35 are distinct actions. In practice, since you can't tell what words he knows until you try them, it feels as if Podd's vocabulary is much larger than it is. The desire to make Podd do things and the need to remember what words you've already tried out combine to provide powerful motivation for written work. The youngest children can see the need for a written list, and before long the need for some kind of grouping, either logical or alphabetical emerges naturally. Thus the need for a dictionary emerges in the most natural way.

Podd could form the basis of extensive language work: children could write stories about his origins, his adventures and the consequences of his peculiar mixture of abilities and inabilities. If only the program were not so heavily protected, it would be fun to do screen dumps of Podd's activities, colour them in and incorporate them into wall-friezes.

Don Walton and ASK are to be congratulated both on the idea of Podd and on its execution. Like most brilliant ideas, it is simple on the surface and deep-down difficult.

Nevertheless, Podd has some limitations from an educational standpoint.

These would not matter were it not for the ASK/Acornsoft policy of heavy protection for their programs: not only are you prevented from amending or copying Podd, you cannot even catalogue the disk normally.

What changes would I like to have made to the program? First, I'd have disabled the autorepeat facility. My three-year-old son was sufficiently enchanted by Podd to learn to pick out r-r-r-n, but was frustrated by Podd's failure to respond whenever his understandably amateur keyboarding arbitrarily produced rrrnn. (ASK say they plan to rectify this in the next release.) A more major limitation is Podd's inability to tolerate any kind of spelling or typing mistakes. Admittedly, sophisticated response-processing would take up too much memory, but a simple vowel-stripping process would at least distinguish near-misses from nonsense, and the program could then prompt with alternatives.

The primary teachers who used the

program would have liked some advance knowledge of Podd's capabilities. They recognised that the guessing is part of the fun, and were not motivated by wanting to pose as Podd-experts; but some prior knowledge would have allowed them to avoid a prolonged run of disappointments for the children. It would also have helped them to plan how to integrate the software with other language work (visits, stories etc). Given ASK's interest in the home market and the current Podd competition, it is understandable that ASK do not publish a list of Podd's words; however, some general clues would help teachers to redirect pupils' lives of thinking. In general, Podd can do things with his own face, body and lungs, but not actions that require external objects or props.

However, the main question is what happens once you've found out everything Podd can do. Ultimately (and it could take a long time) any systematic and persistent user will discover all Podd's secrets. Will that spoil the

program? Not necessarily: there is continuing pleasure in watching some of the actions, and in watching new users' reactions to him. Furthermore the program contains an option that allows you to type in from two to five words for Podd to perform in sequence. I'd have liked an easy way of repeating single and multiple actions (some were over too quickly for group viewing) and also the option of a demonstration mode: when (say) four unsuccessful attempts are made in a row, Podd could perform a random action and ask you to type in the word for it.

The ideal would be a D-I-Y library of Podd-like procedures for teachers to edit, string together, assign synonyms for and ring the changes upon. Whether publishing an unprotected set of procedures would be a commercially viable proposition is another matter: perhaps the MEP Primary Project could consider a Podd-inspired project?

Meanwhile, even a randomized sub-

set of "what Podd can do today" might sustain the mystery considerably. And if software design can ever be permitted to capitalise on disk features, most of the memory constraints that currently limit Podd's activities could be overcome: Podd's repertoire would readily lend itself to swapping routines between disc space and RAM.

As an incentive to Podd's educational users, ASK are running a competition for anyone who can find at least 110 of Podd's words, with £50 cash and a full set of ASK software for the first three wordslists drawn. Entries must be teacher-certified as a genuine offshoot of using Podd, rather than a by-product of breaking into the program. (Full competition details are available from ASK; deadline 28 February.)

Podd can run



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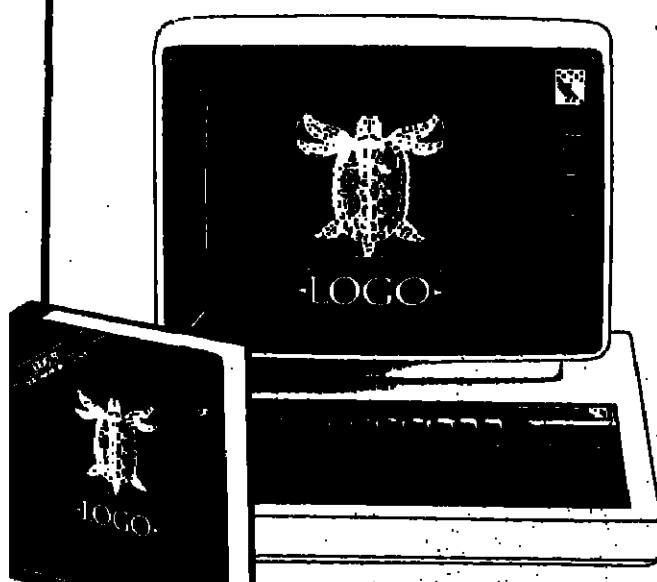
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This compares with a price of £60.83 for a single copy of Logo with its manual.

But price should not be the only criterion when selecting a Logo implementation for your BBC micro.

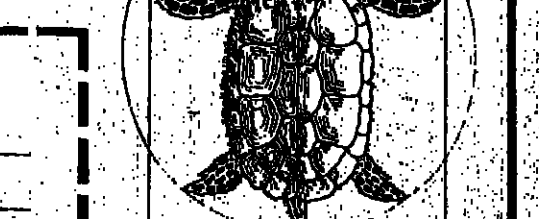
Logotron Logo offers:

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Local Education Authorities can easily obtain a loan copy for a 28-day evaluation period.

Here is the conclusion of Julian Pixon of the Walsall Logo Project writing in Logos, the newsletter of the British Logo User Group:

"If you want a really efficient version of Logo, organized in the way Seymour Papert designed it to be, with the opportunity of adding a hardware sprite extension, occupying only one sideways ROM socket, with imaginative documentation and a range of valuable extensions via a powerful USE command, you need look no further than Logotron LOGO."



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☐ We are interested in the classroom pack of 10*
*attach to letterhead

Logotron, Dept. TBS4, 5 Cranby Street, Loughborough, Leicestershire LE11 3DU, England.

RESOURCES

END PAGE

A decade ago "slide-tape" was one of the buzz-words in education. College of Education students were all taught to operate instamatic cameras, how to load carousel projectors and the function of the record button on simple cassette recorders.

A lot has happened since then. Video and more recently interactive video has reached the classroom. Laser discs are on the way. With the single, honourable exception of BBC Radiovision tape and filmstrip sets, slide-tape now seems as old-fashioned as steam radio, as redundant in education as the mechanical teaching machines of the sixties.

In schools this may be so, but in business and commerce the technique has never been so widely used. What those in the trade call "the non-theatrical audio-visual industry" currently has a turn-over of £100m a year. Two hundred and fifty new programmes are produced each week, according to the Department of Trade and Industry. Many - the majority - are on film or video, but a large number of major companies including Vickers, BP, Midland Bank, Dunlop and British Gas as still producing staff-training and promotional material in an audio-visual slide-tape format.

Their packages do not have very much in common with the single-projector-and-sound-cassette programmes designed for the classroom, however. At *Images 84*, "The British Multi-image Festival" held at the Barbican Centre on December 11 and 12,

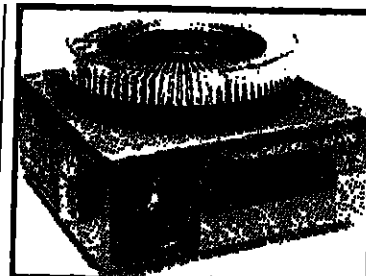
Image makers

Hugh David on the use of slide-tape in training

many of the presentations used nine or 12 (and in one case as many as 30) separate projectors. Stereophonic sound was normal, quadraphonic not uncommon.

Organized by the British Industrial and Scientific Film Association (BIS-FA), the trade body which represents producers and users of industrial and commercial film, video and audio-visual programmes, the festival brought together more than 50 of the best programmes produced by British-based firms in the past year.

They were grouped into seven categories which in themselves give some indication of the uses to which the programmes are put. There were no less than 23 different entries relating to public relations and the presentation of a corporate image. Philips, Vickers (theirs was the 31-projector epic) and IBM, along with such traditionally staid organizations as the Department of Energy and the Wessex Water Authority were among the bodies convinced that such high-tech slide-tapes could help to present them as "substantial and well-established", as



the brief for one of the programmes had it.

Other companies chose to show presentations designed to increase sales or demonstrate a product (the next most popular category). Toyota flew to the Bahamas to make a jaunty, up-market "sales demo" for their latest range of cars. The soft drink Quatro was launched to the trade via a hard-selling presentation which stressed just how thoroughly the market had been researched before the company, in the words of its advertising slogan, "did the impossible".

The education and staff-training

potential of slide-tape programmes was also well demonstrated. *Wound Progression and Healing* was a 10-minute presentation aimed at doctors. In rather gruesome detail it looked at sores and ulcers, their treatment - and how a drug called Debrisan could help. Rather queasy by the end of it, delegates passed on quickly to a highly-praised staff-training programme produced by the Allied Hambro Group. It introduced a new management style the company called The Approach.

But lest we got the impression that slide-tapes were only suitable for such in-house concerns as training, marketing and promotion, there were also two categories for more creative, general interest programmes. *The Spirit of Coventry*, a 20-minute, nine-projector show which normally runs in the Visitors' Centre at Coventry Cathedral was one of the highlights in the documentary section.

The small category devoted to Art and Entertainment was dominated by 1066: *English Romanesque Architecture*. This was a spectacular

introduction to the period produced by the Arts Council and originally shown as part of the recent 1066 exhibition at the Hayward Gallery. For the general non-technical viewer it was also perhaps the best example of what professional multi-image presentations can achieve. It too used the projectors but on occasions was content to fill the giant screen with just one image. The nave of Durham Cathedral appeared at one point and seemed almost as large as life.

Crammed into odd corners and spare moments during the busy two-day festival were a few films made by the next generation of producers - students currently at colleges of art and design. One in particular brought slide-tapes right back to the classroom. *A Visit to the Dentist* was a modest seven-minute show designed to reassure primary school children about what went on after the receptionist had shown them into the surgery. Louise Udwin of Batley School of Art and Design produced it with much care and a great deal of thought.

Watching it and the other programmes with a critical but non-commercial eye was Bryan Preston, a lecturer at Plymouth College of Art and Design. Producing multi-image presentations was excellent practice for students, he said. It gave them an acute awareness of the demands of that "non-theatrical audio-visual industry" many of them hoped to join. But it was a hard world and as aspiring professionals today's students were expected to do rather better than the Kodak Instamatic brigade.

MEDIA

The citizens who will come of age in the year 2000 are still toddlers. 1984 was the year in which they became two years old. They include Prince William and my own youngest daughter, along with millions of others. Just fifteen of them babies born in Britain in 1982 were chosen for the Thames TV series which shows programmes about them around this time of the year. It plans to go on doing so until they reach their legal majority in the year 2000.

To the original group have been added two more children, whose circumstances were not reflected in the original cross-section. Alexander is the son of a Scottish landowner, the only "landed" family of the group, beyond the standard suburban fare. At the end of December a whole programme was devoted to the other newcomer in the group, Rachael, a child born with cerebral palsy.

The original group was lucky. They all had beautifully healthy and normal babies. But the citizen 2000 team thought it only realistic and right to include a handicapped baby in their long-term project.

Rachael appeared normal for the first few months of life but had suffered brain haemorrhage, connected with very low birth-weight. She was one of twins and her even smaller sister died within a few days of birth. There is also an older sister, Sarah. It is a very moving story. Denise and Kevin, her young parents from Sheffield, were eloquent in describing their feelings. On the practical side, they have

been helped not only by their families, particularly Denise's mum, but by an impressive team of doctor, social worker, speech therapist and physio. Of course the strain is mainly on the family and especially on Denise, who has Rachael constantly with her. But Kevin too is very involved. He wouldn't dream of having a holiday without both his daughters and even said, when tactfully asked about possible future children, "we had a vasectomy".

Each year the team makes a programme about one of the children in detail. This time it was *Louise: Portrait of a two-year-old*. Louise is the second daughter of Gordon and Myfanwy, Welsh tenant farmers. She's a sturdy outdoor child. We saw her playing with a lamb, pushing her doll's buggy and getting the better of her older sister - all the simple things that Rachael may never be able to do.

All the babies will feature in the last programme to be shown in this batch, on 13 January, *Rising Two*. The "terrible twos" is a cliché that sums up this age for lots of parents. It is what Judy Dunn, one of the series' consultants calls "the new-found fury at things". But it isn't invariably a difficult year. So much depends on the child's individual personality. It makes fascinating viewing, because two is the great year of social development. Much of it is shown through language and the language of the two-year-old is irresistible.

Mary Hoffman

New generation



Rachael and her sister, Sarah

Off-air

Middle English Dramas
VHS videocassette
Price £65 (plus carriage and VAT).
Hire charge £15 for five days.
Guild Organisation Ltd, Guild House,
Peterborough PE2 9PZ.

It now seems extraordinary that a minor row should have greeted the first transmission of *A Game of Soldiers*, but then it did accidentally coincide with the Falklands episode. A three-part play designed for showing in the series *Middle English* to 9 to 12-year-olds, its aim is to de-glamorize war and the attitudes fostered by the worst war comics. Jan Needle develops the theme in a very moving play, set in a future war in which Britain has been invaded. A group of three young children find a wounded enemy soldier, realize they cannot kill him (as they vowed they would) and agonize over what might happen if he is found by the "Hotheads" (local vigilantes, including their parents) or by the army ("They have rules").

Even though we are assured that Northern Ireland is not in a state of war, I cannot help wondering what the play says to young viewers in that Province. Elsewhere it will be widely acceptable as a celebration of humanitarian principles and as an effective illustration of the truth that it is not "wet" to be caring. For this, and because it is also very well written and acted, it is good to have it available on cassette, the three episodes being edited into a continuous play.

The same cassette also contains Jan Mark's *Izzy*. This too was originally a three-part play and is now "pulled together" as one full-length drama. *Izzy* is a latchkey child, black and bored. Strong on urban realism (if a little thin on plot), it will be equally useful in the classroom as a starting point for discussion and written work, as well as educating the emotions.

The third play on the cassette is the very popular dramatization of Philippe Pearce's *The Shadow Cage*, a story which was inspired by a classroom incident and which has itself become a classic "starter" for creative work.

For those who do not have off-air recordings of the plays, this compilation would be a useful (if expensive) resource to purchase. Five days is a very short hire period for this sort of tape and no one would want to use all three plays with the same class in that time, but careful planning by three class teachers might make hiring a viable proposition: at £5 a play it is really rather good value.

David Sell

THREE HEADS BETTER THAN ONE?

Julia Hagedorn looks at the cooperative approach of a nursery, an infant and a junior school in Newcastle



"Showing the community that what we are doing is working"

The first time I visited Walkergate Junior School, its head and deputy were disguised as two extremely ugly sisters for the benefit of the school pantomime. They were so convincing that a couple of the infants in the audience burst into tears at their entrance and had to be cuddled on adult laps for the rest of the performance.

I remember being impressed by a head who could enter into the spirit of the pantomime with no holds barred and who was not afraid of letting parents and children see him dressed in an outrageous costume.

The absence of any inhibition characterizes Mark Cobb's headship of Walkergate in Newcastle-upon-Tyne's shipbuilding East End during the five years that he has been there. Fortunately, he found a kindred spirit in the new head of the infant school, Elizabeth Proud, who arrived at the same time. The two also shared the same views on education and on the importance of involving the community in school life.

The two heads began to cooperate in the way they organized their schools in order to introduce a continuity of curriculum throughout the primary years. And they looked for ways of drawing the parents into school and away from their vigils at the school gates.

Mr Cobb and Ms Proud began an association, The Friends of Walkergate, with the declared purpose of supporting the school in whatever way was needed. The real intention behind the association was to give the school the chance to draw on the skills found in the community and to involve adults in turn in the education processes of the school. It did not happen overnight, of course.

"There was resistance left over among both parents and staff", Elizabeth Proud says. But in the last year, momentum has finally built up and the school is now part of anything and everything that goes on in the surrounding neighbourhood. When I visited, the staff had just been invited to form a team for an evening's quiz at the local working men's club. And they would, of course.

Meanwhile, Mark Cobb was battling on another front. A plot of wasteland adjoining the school was scheduled for redevelopment as a hard court area. (The school playgrounds are also asphalt.) He got a committee together to lobby successfully for a wildlife sanctuary: an extension of the head's educational philosophy that says the best learning comes from first-hand experience, and a place where both children and staff can come and be quiet.

The garden has a natural pond formed by bad drainage, it has a butterfly garden, a mini-beasts sanctuary, an assortment of trees all planted by the children, an area where there is a carefully designed outcrop of magnesium limestone chosen for its texture, and a magnificent boundary wall of hand-made bricks which replicate a graph designed by the children and still used for maths work.

Mr Cobb likes to draw a parallel between the outward developments of the garden and the inner ones of his pupils. "Any wildlife is in a state



of natural change and flux, and so are the children. They see this change and it gives them time for reflection."

The two schools, in their two buildings, are separate as well as united. Both heads emphasize their own individuality because, they say, it is an important part of the junior and infant equation. No teacher, Mr Cobb says, should have to cover the curriculum from 5 to 11: the years span different areas of expertise. "And much more curriculum innovation comes when the two schools are separate." He also feels that having two schools with separate identities, each one can draw on the other's resources, as when the junior children made bird boxes for the infants and took them across to their building as part of the giving process.

Mr Cobb says that if he were alone in an all-through primary, he would very much miss having a colleague with similar management experience with whom to bounce ideas back and forth, swap plans, or simply have a good moan. The two try to see each other every day because "to set up structures is easy. The more difficult part is to look at the needs of every child. That can end up as bits of paper in files, but we're talking about seeing the children in *situ*, and also about the aspirations of their parents."

There is a third - and vitally important - addition to Walkergate Infants and Junior

being scrutinized and evaluated. The three heads can make use of each other's expertise in their formulation, can discuss any change, and can share each other's children and parents when needed. As Mr Cobb says, only half joking, "What a package we can offer. Together but separate".

His deputy, Winston Cole, has been at the school for six and a half years and has witnessed the changes. He remembers liaison with the infant school was a slow and meticulously thought-out operation with much depending on personal contacts between staff. Now the two sets of staff have joint staff meetings.

Mr Cole is impatient with members of his profession who sit in "little garrets with the shutters down and only know what's going on within their own four walls. They should be aware of the children coming up to them and of what those children are going on to".

Aware of the difficulty of demonstrating this chronological growth, the three schools chose language and reading from the ages of 3 to 11 as the subject for a display which would chart progression. "Because how do we show parents and children and the community that what we are doing is working?" The exhibition succeeded. As one parent put it, "It's a bit like learning to climb the stairs". Now the schools are planning a similar display of maths work.

Top juniors go back to the nursery in their final term. They go with stories they have written specially for the four-year-olds but they go primarily because Mark Cobb feels that he wants them to pause and reflect for a time before continuing up into the secondary school.

"I want them to catch their childhood before it disappears. It's accelerating away from them and I want them to look at the processes they've been through. Going back into the nursery gives them a chance to think about what they have learned."

His usual optimism was slightly dampened on the day of my visit. He had just lost his two auxiliaries and two teachers. How much more, he wondered, could he expect of his staff? One of his teachers is invaluable for community liaison since she went to school with many of the mums whose children she now teaches. She does not mind her job being a 24 hour one, but Mr Cobb feels guilty that he can no longer give her time off from class teaching.

Winston Cole echoes that disappointment. "What sort of things do you offer the community? Harvest Festival? Christmas? Is that enough? We create a reciprocal atmosphere by visiting the local shops, libraries, old people's homes, youth clubs, community centres. It's like the spokes of a wheel and we're the hub. But how many spokes do you shoot out and where's all the time coming from?"

Mr Cobb is, nevertheless, already planning his next campaign. To pull down the rather dreary portable classrooms that serve as the parents' room, knock down a bit of the school wall, and build a new parents' centre merging into the school as it should do.

briefings radio & tv

For schools

RELIGIOUS EDUCATION
(Monday-Friday, 11.00 VHF4)
Programmes for 13 to 16 year olds.

Including a radiovision "Jesus In His Time", which sets the life and teaching of Jesus in the context of the culture and society in which he lived.
WOMEN IN THE TWENTIETH CENTURY
(Monday-Friday, 11.20 VHF4)
A series about the changing role of women in Britain today. Older students study archive recordings of women talking on topics such as the struggle for

the vote, war work and a woman's right to choose.

LISTENING TO MUSIC
Material suitable for project work or for pure enjoyment. There is a new radiovision on "Music Printing", other items for 13 to 16 year olds include, the Bach family, astrology and music and David Bowie.

DEUTSCHER CLUB
(Monday-Friday, 14.00 VHF4)
A new series for advanced students has a magazine format dealing with topical subjects, presented by German radio journalists.

BOOKS, PLAYS, POEMS
(Monday-Friday, 14.30 VHF4)
Examination students follow two programmes on "how to approach a modern poem" and then proceed to hear an adaptation of Robert Bolt's "A Man for All Seasons".

Continuing education
SHAKESPEARE IN PERSPECTIVE
(Saturday, early evening BBC2)

Emma Tennant gives her own personal view of Shakespeare's "Love's Labour's Lost", describing the plot as having the audience appeal of an Alan Ayckbourn comedy, where almost every comic device is used.

WAR AND THE MODERN WRITER
(Sunday, 16.00 VHF4)
From 1933 onwards war came to dominate the world of writers in Europe and the United States. What did they make of it and how did it affect their writing? Michael Barber investigates with particular attention to the authors from the Spanish Civil War and World War II.

MEASURING UP
(Sunday, 18.30 VHF4)
How can you make the best of opportunities presented to you?

CRISIS IN EDUCATION
(Tuesday, 20.30 Radio 4)
The second of four programmes examining current trends in education. Here Ted Wragg turns his attention to parent power and pupil rights.

4 Television Programme Recording

Titles Available for Week Commencing Sunday 6th Jan 1985.

Tuesday 8th January
15.45 Years Ahead Fee Code B
Wednesday 9th January
18.30 The Living Body:
Two Hearts That Beat As One Fee Code E
20.30 Diverse Reports Fee Code B

Friday 11th January
19.30 Right to Reply Fee Code A
20.15 A Week in Politics Fee Code B
Saturday 12th January
13.00 Everybody Here III Fee Code C

For More Information Contact
TV Recording Licence Dept.



GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0783) 831221

COLLS OF FURTHER EDUCATION

continued

LANCASHIRE COUNTY COUNCIL
An Equal Opportunities Employer

LANCASHIRE INDUSTRIAL LANGUAGE TRAINING UNIT
54/56 Blackburn Road, Accrington

BURNHAM LECTURER GRADE II

To contribute to the Unit's training provision for ethnic minority unemployed, and training designed to improve the quality of communication and relationships in multi-racial workplaces.

Qualifications in this area of work and experience with ethnic minorities necessary.

Forms/further details from: The Unit Director, at the Training Unit, (54/56 Blackburn Road).

Closing date: 21st January 1985. (442001) 220026

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION
LECTURER GRADE II - Construction Science
LEEDS COLLEGE OF BUILDING
North Street, Leeds LS2 7OT

Applications are invited for the post of Lecturer Grade II to develop and co-ordinate the construction science teaching across the College.

Applicants should normally be science graduates with appropriate industrial and teaching experience.

The post will involve the organisation and teaching of science on a broad range of construction related courses.

The ability to promote curriculum development and encourage appropriate teaching techniques is considered essential.

The commencing salary will be determined by experience and qualifications.

Salary: £17,548 - £19,098

Further details and application forms are available from the Principal, to whom completed forms should be returned by 14 days after the date of the advertisement.

LEEDS COLLEGE OF TECHNOLOGY
Cooper Street, Leeds LS2 8BL

Tel: 430381 (0532)

Invited for two posts at Lecturer Grade I in Photography.

Candidates must have appropriate professional qualifications and industrial/commercial experience. The preferred candidates should have experience of video and V.A. Tape slide production and sound in addition to studio and location photography. Teaching experience would be an advantage.

Extended College Year Conditions of Service apply.

Salary: £25,446 - £29,725, starting point depending on qualifications, training and experience (under review).

Further details and application forms available from the Principal, Leeds College of Technology, Cooper Street, Leeds LS2 8BL. Tel: 430381 (please send a.s.e.) 280026

Leeds is an equal opportunity employer. (44046) 280026

OXFORDSHIRE COUNTY COUNCIL

SOUTH OXFORDSHIRE TECHNICAL COLLEGE
Deerfield Avenue, Banbury on Thames RG9 1UP

Required for April 1985

1) In association with the Youth Custody Centre, Banbury.

LECTURER I IN BASIC EDUCATION

This post will be mainly responsible for teaching Life Skills/Personal Development and Social Studies programmes to the ability range. Ability to offer other subjects, including Remedial Mathematics would be an advantage.

The post is based at Finghmore Wood Camp which is an open wing of the Youth Custody Centre and is situated off the main road and is a quiet area.

2) Further Education for students with special needs.

LECTURER I POST

To be responsible for a small group of profoundly mentally handicapped students, providing educational and special needs. The post is based at the Park View Education Centre on Borough Road, Banbury, which is a quiet area, 2 miles from the town and is a quiet area.

Salary: Lecturer £5,810 - £10,812

Please apply for further details and application form to: The Principal, (Tel: 0493 85501)

Applications to be returned by Friday, 18th January 1985. 220056

ROTHERHAM METROPOLITAN BOROUGH OF ROTHERHAM

ROTHERHAM MANAGING AGENCY

Applications are invited for the following post with the above agency: 650 place V.T.S. agency, supported by the Rotherham Borough Council, Rotherham Chamber of Commerce and Industry, Rotherham Chamber of Trade and Rotherham Trades Union Council.

TRAINING TUTOR (LECTURER SCALE I)

Required to teach elements of the off-the-job training programme. Teaching/training experience in the Youth Training Scheme and/or community or industry would be an advantage.

The post is offered initially for a one year period.

Further details from the Managing Agency, Rotherham, Rotherham Road, Dalton, Rotherham S65 5EF. Tel: 430381. Closing date: 22nd January 1985.

G. C. C. Group, Director of Personnel, Rotherham (260251) 220026

Colleges and Departments of Art

Other Appointments

NORTHAMPTON

NENE COLLEGE
Northampton

LECTURER GRADE I IN PHOTOGRAPHY

Required for 1st April or 22nd April as possible. The successful candidate will be responsible for the teaching of photography, including studio and location photography. The preferred candidate should have experience of video and V.A. Tape slide production and sound in addition to studio and location photography. Teaching experience would be an advantage.

Extended College Year Conditions of Service apply.

Salary: £25,446 - £29,725, starting point depending on qualifications, training and experience (under review).

Further details and application forms available from the Principal, Nene College, St George's Avenue, Northampton NN5 6JD. Tel: 430381. Closing date for receiving applications: 21st January 1985. (44042) 240026

The appointment will be on the Lecturer Grade I scale, £17,548 - £19,098, according to qualifications and experience.

Application forms and further details are available from the Principal, Nene College, St George's Avenue, Northampton NN5 6JD. Tel: 430381. Closing date for receiving applications: 21st January 1985. (44042) 240026

NORTHAMPTON

NENE COLLEGE
Northampton

LECTURER I IN ORIGINATING LETTER ASSEMBLY

Applications are invited for the post of Lecturer I in Originating Letter Assembly. The successful candidate will be responsible for the teaching of letter assembly, including studio and location photography. The preferred candidate should have experience of video and V.A. Tape slide production and sound in addition to studio and location photography. Teaching experience would be an advantage.

The salary for this full-time post is within the Lecturer I scale, £17,548 - £19,098, according to qualifications and experience.

Further details of the post and application forms are available from the Principal, Nene College, St George's Avenue, Northampton NN5 6JD. Tel: 430381. Closing date for receiving applications: 21st January 1985. (44041) 240026

Polytechnics

Other Appointments

COVENTRY

COVENTRY POLYTECHNIC
SCHOOL OF ART AND DESIGN
DEPARTMENT OF CRAFT DESIGN
LECTURER I/SENIOR

Applications are invited for the post of Lecturer/Coordinator for the one year course in Craft Design and Technology. This is a further training course for school leavers of Craft subjects and related disciplines. The successful candidate will be responsible for the co-ordination and management of the course, and for teaching craft and technology subjects. The successful candidate should be well-qualified with recent secondary school teaching experience and have an energetic and enthusiastic approach.

Further details and application forms are available from the Principal, Coventry Polytechnic, Priory Street, Coventry CV1 3FL. Tel: 24166. Ext. 399. (Please enclose a large self-addressed envelope and a stamped addressed envelope to City of Birmingham Education Department, 153 Broad Street, Birmingham B3 3BU. (26176) 440000

University Appointments

CAMBRIDGE

JESUS COLLEGE

Jesus College proposes to elect up to three Fellows-Commoners from those teaching in the Secondary Education System, for one term each during the academic year 1985-86. They will enjoy the privileges of a Fellow and will receive an additional allowance of up to £250. These Commoners are approved by the Department of Education and Science as Career Full-time Courses; and they are awarded for advanced study or writing.

Application forms may be obtained from the Master's Secretary and should be returned not later than 1st March 1985.

(N.B. It is advisable for prospective applicants to apply for secondment by their Local Education Authority well in advance.) (35996) 580000

Fellowships, Studentships and Research Awards

CAMBRIDGE

CLARE COLLEGE
Cambridge

SCHOOL/TEACHER FELLOWSHIP, 1985-86, and 1986-87

Clare College invites applications for School/Teacher Fellowships. The Fellowships are open to men and women.

Fellows will be expected to reside in College for one term in the year 1985-86 or 1986-87. Free board and lodging, and a stipend are provided, and there is an allowance of £100.

The purpose of the Fellowships is to enable a small group of outstanding persons to teach, originate, and develop practical and theoretical work to students on C.A.G. 555 printing and C.A.G. 517 Reprographic Techniques courses. Applicants should have trade experience and qualifications.

The salary for this full-time post is within the Lecturer I scale, £17,548 - £19,098, according to qualifications and experience.

Further details of the post and application forms are available from the Principal, Clare College, 100 Brook Road, Cambridge CB2 3RQ. Tel: 430381. Closing date for receiving applications: 21st January 1985. (44041) 240026

Youth and Community Service

BIRMINGHAM CITY COUNCIL

An Equal Opportunities Employer

FURTHER EDUCATION DEPARTMENT

YOUTH AND COMMUNITY WORK TRAINING CO-ORDINATOR

Burnham FE Senior Lecturer (JNC Conditions) £11,175-£13,128

Applications are invited for the above post which is part of the Training and Education Team in Birmingham's Education, Youth and Community Services. The post-holder will direct the Youth and Community Work Training Co-ordinator's Course and co-ordinate 23 other courses for part-time workers, look after the youthwork dimension of the City's one-to-one training programme, and contribute to the development and implementation of the City's staff development policy.

For an informal talk, please contact Rob Hunt, Training Team Leader on (021) 554 9461.

For an application form (returnable by 18th January 1985) please send a stamped addressed envelope to City of Birmingham Education Department, 153 Broad Street, Birmingham B3 3BU. (26176) 440000

LANCASHIRE COUNTY COUNCIL

An Equal Opportunities Employer

Education Department

HYNDEN/RIBBLE VALLEY SOUTH SERVICE

Required as soon as possible. **QUALIFIED YOUTH WORKER** JNC Range 3 (Points 1-5)

To work with Kashmiri/Pakistani Groups. Ability to teach and to stand a Muslim Community Centre. Knowledge of Urdu would be an advantage.

Forms/further details from: District Education Officer, Education Offices, Bank House, Cannon Street, Accrington (BAE please).

Closing date: 17th January 1985. (44159) 440000

LEEDS CITY COUNCIL

DEPARTMENT OF EDUCATION
CONTINUING EDUCATION Scale Post

EDUCATION LIAISON WORKER

N.E.C. Conditions of Service. Applications are invited for this new challenging full-time post funded by Adult Literacy Basic Skills Unit. The person appointed will, in conjunction with other workers, facilitate the transition from education to the community for those returning from Leeds prisons back to work. The post will involve educational, counselling and advice to prisoners and ex-offenders, and liaison with educational providers and caring agencies.

Further details and application forms from Director of Education, 47th Floor, West Meriton House, 110 Meriton Centre, Leeds LS2 8DT. (Tel: 462840).

Leeds is an equal opportunity employer. (44047) 440000

NORTHAMPTONSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

LONGTOWN OUTDOOR EDUCATION CENTRE

The Court House, Longtown, Northamptonshire

TEMPORARY INSTRUCTOR

A vacancy has arisen through resignation from a temporary instructor, able to teach and co-ordinate the following activities: canoeing, orienteering, and other outdoor activities. The post is for a term commencing January 1985.

Applications are invited from qualified youth workers or other persons with suitable experience and qualifications.

Salary: Burnham Scale 2.

Further details and application forms from: Community and Further Education Officer, Northampton Education Office, Northampton NN1 2HX. (44556) 440000

Athrofa Gogledd-dd Cymru The North E Wales Institute of higher education

PLAS COCH, WREXHAM, CLWYD.
SCHOOL OF NATURAL SCIENCES

LECTURER GRADE I in SCIENCE

(£5,910-£10,512 p.a.)
TEMPORARY TO AUGUST 1985

A Science Graduate is required to teach Biology and Biologically related subjects to 'A' level. A knowledge of electronics and the application of microcomputers to Science teaching would be an advantage.

Further details and application form for the above post available from the Registrar, The North East Wales Institute, Plas Coch, Wrexham, Clwyd. Tel: Wrexham 356001. Closing date for receipt of applications: 14th January 1985. (0803)

EDUCATION DEPARTMENT APPOINTMENT OF

Senior Lecturer for Adult Education Tutor Training

Applications are invited for the new post of Senior Lecturer for Adult Education Tutor Training. The post which is to be filled from 1st May 1985 will involve general work with adult education staff and will carry particular responsibility for the organisation of the Authority's Stage 2 Tutor Training provision. Salary Burnham Further Education Senior Lecturer Scale £11,175-£13,128.

Application forms and further particulars (enclose S.A.E.) are obtainable from the County Education Officer (Reference T4), Springfield, Maldenstone, Kent ME14 2LJ, to whom completed forms should be returned by 22nd January 1985. (0708)

KENT COUNTY COUNCIL

City of Manchester EDUCATION DEPARTMENT

IN ASSOCIATION WITH THE HOME OFFICE

H.M. PRISON - MANCHESTER

EDUCATION OFFICER - HEAD OF DEPARTMENT II

Salary: Burnham Head of Department Grade II (£12,522-£14,115)

We require a suitably qualified teacher, for the post of Education Officer at H.M. Prison, Manchester. The Education Authority has joint responsibility with the Home Office for the provision of an education service at H.M. Prison, Manchester.

You will co-ordinate, lead and supervise a team of full-time and part-time staff working in the Education Department throughout the institution.

Application forms and further particulars may be obtained from Mr. M. A. Sterne, Area Principal, North Area for Community Education, Room A16, Abraham Moss Centre, Crescent Road, Crumpeall, Manchester, M8 8UF. Tel: 061-796-6996 to whom they must be returned by 16 January 1985.

Manchester City Council is an Equal Opportunity Employer, and we positively welcome applications from women and men, regardless of their racial, ethnic or national origin, disability, age, sexuality, or responsibilities for dependants. (0708)

YOUTH & COMMUNITY continued

LINCOLNSHIRE

AREA YOUTH WORKER
Horncastle

Experienced youth workers with a recognised qualification are invited to apply for this post based at Horncastle Youth Centre.

Duties will involve professional support to maintain and voluntary youth groups in the area as well as the management of the base centre. The person appointed will join the County Team of 24 full-time members. JNC conditions and salary range 3, £5,185. Removal expenses will be payable in approved circumstances.

Application forms and further details are available from the County Education Officer, Education Department, County Offices, Lincoln. Closing date two weeks from the date of this advertisement. (44007) 440000

OXFORD

SOUTH OXFORD TECHNICAL COLLEGE
See main advert under College of Further Education. 440000 (26186)

WEST SUSSEX

MID SUSSEX AREA YOUTH AND COMMUNITY SERVICE
Required immediately a qualified Youth Worker for the Beacon Centre, Haslemere. Salary JNC 3 (£5-7) currently £8,348 - £9,550. Form and details from Area Education Officer, Beckworth House, Black Hill, Linstead, Havant, Hampshire, RG26 2DU. Tel: Linstead 4521. Ext. 40. Closing date 22nd January 1985. (44517) 440000

MANAGER (Youth Worker)

for the Highfield Centre, Dartford which opened in April 1984, is on a large school campus and offers an exciting programme of activities seven days a week. The manager will be responsible for a large team of part-time staff, the development of the programme and the considerable resources of the Centre, including a 10 station BBC 'B' Computer Room, Arts and Crafts Room, Weightlifting area and Sports and professional disco facilities. Applicants should be qualified and have good proven management ability through experience in youth work or teaching and an understanding of the role of social education in youth work. The Kent Youth and Community Service operates a Staff Development Policy accredited by INSTEP.

Further details and application form returnable by 17 January from Divisional Education Office, Essex Road, Dartford, Kent DA1 2AZ phone (0322) 24941 (0641)

KENT COUNTY COUNCIL

GATESHEAD METROPOLITAN BOROUGH COUNCIL

DEPARTMENT OF EDUCATION

AREA YOUTH AND COMMUNITY WORKER - BIRTLEY

Grade - Range 3 (£8,595-£9,651)

Gateshead Metropolitan Borough Council require a suitably qualified person to both develop and co-ordinate activities at Barley Mow Village Hall, and to support and promote youth and community initiatives in the surrounding area.

Application forms and further particulars are available from the Director of Personnel and Management Services, 7th Floor, Aldon House, Tynegate Precinct, Sunderland Road, Gateshead NE8 3EL, returnable by 18th January, 1985. (0768)

Shropshire Education Committee YOUTH WORKER

ACTION RESEARCH WORK WITH THE UNEMPLOYED AGED 16-25 YEARS

This new post will involve six months' research followed by direct work with Young Adults who find themselves without work. The post holder will have access to a Research Consultant and the benefit of working within a District Youth Service Team.

The area to be covered is Hollinswood and Randley within the South Wrekin District of Shropshire.

INSTEP approved Staff Development Policy

Salary JNC Range 3 Pts 2-6, £8,103 to £9,087 plus £363 for approved additional qualifications.

Further details, job description and application form from: The County Education Officer (STA/108), The Shirehall, Shrewsbury, Shropshire. Tel: 0743 22615 (0778)

Shropshire County Council

County Youth Service

Youth Worker

Caddington Youth Club, JNC 3 Points 1-5 (£7,866-£8,844). Applications are invited from suitably qualified candidates for this post in purpose built premises on the Campus of Five Oaks School. The post carries a responsibility for serving the needs of the rural communities in this part of Bedfordshire.

The Authority provides comprehensive induction, appropriate in-service training and continuous support to Staff. Assistance may be given towards removal expenses, legal and Estate Agents' fees, and lodging allowances in approved cases.

Application forms and full details may be obtained from the Chief Education Officer, County Hall, Cauldwell Street, Bedford MK42 9AP.

Closing date for the receipt of applications - 21st January 1985. Telephone enquiries to: Mrs E Goodwin on Bedford 63222 ext. 369.

The Council is an Equal Opportunity Employer. (0783)

Bedfordshire

Waltham Forest

Gwent County Council

H.M. Detention Centre and Youth Custody Centre, Usk.

LECTURER I

The duties will be mainly concerned with remedial and social skills teaching but there could also be limited examination teaching responsibilities and administration duties.

The successful candidate will be appointed to the service of the Gwent Education Authority, seconded to the HM DC and YCC at Usk, but also attached to the Pontypool College for the professional aspects of the post.

Application forms and further details obtainable from the Director of Education, County Hall, Cwmbran, Gwent, NP44 2XG, on receipt of s.a.e. should be returned by 21st January, 1985. (0822)

Community and Further Education

Applications are invited from suitably experienced and qualified persons for the following full-time post with the recently formed Youth Service Day-time Provision Unit:

PROJECT WORKER

JNC 3 (2-8) £8,103-£9,087 plus £678 LW

The Unit is an integral part of the Borough's Youth and Community Service, which itself forms part of the Community and Further Education Branch of the Education Department.

The minimum requirements for this post are: a qualification in youth and community work which is recognised both by the Department of Education and Science and the JNC; a sympathetic understanding of the social educational needs of the young unemployed; experience of working with young adults, including ethnic minorities, and of positive work with young women.

Further details and an application form are obtainable from the Senior Education Officer, Community and Further Education, Graylows House, 394 High Road, Leyton E10 6QE. Informal enquiries ring 01-627 5544. Ext. 5188 - Neil Hobday, Assistant Youth and Community Officer.

Ref No. G6489. Closing date for applications: Friday 26th January 1985.

Waltham Forest

Education Department

F. E. Lecturer I

Community Education Branch

Applications are invited from people with a successful record of work in the post-school sector of education to join the Continuing Education Unit of the Adult Education Service. The post involves leading a team of part-time tutors engaged in the education input to Manpower Services Commission funded schemes run by the Authority in its role of Managing Agent. A teaching qualification and a knowledge of the needs of the young unemployed are basic requirements of the post which will include a teaching commitment.

The successful candidate will have leadership qualities as well as the experience, ability and enthusiasm necessary to develop the training self-confidence, communication and vocational skills as well as their awareness of educational and training opportunities.

The post is for one year in the first instance and the salary within the range of Burnham F.E. Lecturer Grade I, dependent upon qualifications and experience. Please quote ref. G 6508.

Further details and an application form are obtainable from The Community and Further Education Branch, Graylows House, 394 High Road, Leyton E10 6QE. Telephone 527 5544 ext 5323. Closing date: 18th January 1985.

Waltham Forest

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status

Cassio College Community Development Worker

Radlett and Bushey area of South West Herts

Salary range JNC 3D £8,595-£9,587 (under review) plus £258 fringe allowances

This vacancy arises through the promotion of the incumbent to a Youth and Community Officer post.

It is anticipated that the successful applicant will be a qualified and experienced worker, capable of working on his/her own initiative in a variety of situations.

The appointee will be knowledgeable of and experienced in the community development way of working. Leadership and supervisory skills and the ability to support the work of volunteers and part time staff are essential.

Youth & Community Worker South West Herts

This post is not linked to any specific club or organisation but will offer the opportunity to experience different working situations and environments within the South West Herts Education Division. The appointee will work directly with young people in different organisations as required.

The post is presently offered on JNC 11a (under review) £7,866-£8,844 + £258 fringe allowances

Further details and application forms, for both posts, are obtainable from Mr Peter Crookes, Head of Department, Youth & Community Service, Cassio College Annexe, Caray Place, Watford. Closing date for completed applications is 31st January 1985. (0762)

WARDEN - YOUTH & COMMUNITY CENTRE, BIDDULPH

Jnc Range 3 points 1 - 5
£7,866 - £8,844 p.a.

Applications are invited for the post of Warden, at the County Youth Centre, Biddulph, Stoke-on-Trent. In addition to having responsibility for the running and promotion of the Centre, the successful applicant will be involved in neighbourhood work and liaison with other agencies involved in providing for young people.

Application forms and further particulars from: Chief Education Officer, Staffing Non Teaching Section, Tipping Street, Stafford, ST16 2DH to be returned by 18th January, 1985.

Canvassing will disqualify

Trade Union membership desirable (0639)

Staffordshire County Council

Overseas Appointments

Posts
overseas4 Lecturers in English
as a Foreign LanguageSociedade Brasileira da Cultura Inglesa
Brasilia and Rio de Janeiro

Duties: To teach EFL to intermediate and advanced levels, including preparation for FCE and CPE for up to 24 teaching periods a week plus six hours of other activities including attendance at workshops, materials writing, video and audio recordings, and lectures on other topics.

Qualifications: Candidates aged 25-50, single, or married teaching couples, must have a degree from a British University preferably in English of Modern Languages, with a postgraduate degree or Diploma in TEFL and a minimum of 3 years' teaching experience.

Salary: Cr\$1,482,981 per month (Exchange rate £1/Cr\$3,433). Salaries are adjusted every six months in line with the cost of living index.

Benefits: 13 months' salary, air fares, installation grant of £1,000 paid monthly in cruzeiros, contributory medical scheme. Assistance with income tax payments and in the case of Brasilia 50% of rent of flat.

Contract: A two-year contract with the Society which will be guaranteed by the British Council, commencing March 1985.

Reference: 84 D104-1067 Rio de Janeiro
84 D104-1077 Brasilia

(Please state clearly for which posts you are applying)

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.



(0832)

JEDDAH PREPARATORY SCHOOL
(The Anglo-Dutch section of the Saudi Arabian International School) seeks

MARRIED TEACHING COUPLES

Trained and/or experienced at the junior/infant levels. There may be responsibility in some curriculum areas, particularly at the infant level. Candidates are asked to state any special interests or qualifications. Applicants should be prepared to give generously of their time in the provision of extra-curricular activities for our children.

J.P.S. is co-educational, with approximately 500 day pupils (mainly British) aged 4-13 years. It is housed in a new purpose-built complex in the heart of Jeddah, situated on the coast of the Red Sea and offering a wide variety of sporting and cultural activities.

Salary and benefits approximately £4,660 to £4,260 p.a. tax free (S1 and S2). Salary is dependent upon the qualifications and experience. In addition, the school provides free housing and services, annual return air fares, medical cover, employer's superannuation contribution, baggage allowance. The contract starts as soon as possible and is initially for 2 years.

Interviews will be held in London in February, when a copy of the contract will be available for inspection. Applications, together with full C.V., and the names and addresses of at least 2 referees, should be addressed to:

BOX J.P.S.
EUROPEAN COUNCIL OF INTERNATIONAL SCHOOLS
18 LAVANT STREET
PETERSFIELD
HANTS. GU33 3EW

(0776)

TEACHING OPENINGS IN TURKEY

Three English Language Secondary Schools (College Preparatory) in Turkey announce the following openings:

- IZMIR AMERICAN SCHOOL FOR GIRLS
- General science and chemistry
- Preparatory English (TEFL)
- Secondary English language and literature
- Secondary English with music
- Girls physical education
- Art

- Secondary mathematics
- TARBUS AMERICAN SCHOOL (Co-Ed)
- Preparatory English (TEFL)
- Secondary English language and literature
- Art

- Secondary mathematics
- USKUDAR (ISTANBUL) AMERICAN SCHOOL FOR GIRLS
- Art
- Physics
- Secondary English language and literature

Teachers must have a D.E.S. Teaching Certificate for Secondary level in the subject to be taught.

Salary is partially payable in U.S. dollars and in addition school provides transportation, baggage allowances, medical, state insurance, and semi-furnished accommodation for two-year contract. Single teachers or teaching couples without dependents only.

*Send complete resume and photo copies of University Degree and D.E.S. Teaching Certificate to: Douglas M. Hill, Principal, American Kibbutz, Gizepe, Izmir, Turkey. Arrangements will be made for a personal interview in London in March.

(0777)

ARGENTINA
ST GEORGE'S COLLEGE
Buenos Aires

This HMC co-educational boarding school requires a teacher of English, Mathematics, and Science. The teacher must be qualified to teach at the college level and have experience in the Argentine educational system. Salary is £12,000 p.a. plus 10% of school income. Accommodation, travel, and other benefits are provided.

Please send C.V. urgently, mentioning two referees, to: Miss C. Moore, St George's College, Buenos Aires, Argentina. Tel: 01-734 0161, 01-734 0162, 01-734 0163.

FRANCE
NANCY FRANCE SCHOOL OF
ENGLISH FOR ADULTS

Native speaker EFL teachers required January. Minimum qualifications: Degree in English, preferably French. Experience in teaching adults full time contract. Salary: £5000 F/m/month minimum. Apply directly with CV photo and references to: The McKee Centre, 23 Rue de la Paix, Nancy, France. Tel: (81) 333 04 84, (86 000).

PERU
SAN SILVESTRE SCHOOL
Lima

This leading independent English-medium girls' school requires a Teacher of English to GCE 'O' and 'A' level. Ideally available for early March 1985. Salary based on British Scale II plus 30% return air fares. 3 year contract. Interviews: London, January.

Please send C.V. urgently, mentioning two referees, to: Miss C. Moore, Caballero-Thring Services Ltd., 6, 7 & 8 Saville Place, Piccadilly, London W1X 8BB. Tel: 01-431 9561, 01-431 9562.

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FRANCE
BRITISH SECTION, LYCEE
INTERNATIONAL
SAINT GERMAIN-EN-LAYE,
FRANCE

Two posts will be vacant from September 1985 and might interest teachers moving from the Paris area. 1. Secondary History with some English. 2. Primary School Teacher. Both posts would involve a two-thirds teaching timetable in the first year with the change to a full-time in 1986. The British Section provides 6 hours English Language instruction to about 500 bilingual children (aged 3-18) within the Lycée International. Salaries are French-related and benefit from French cost-of-living increases.

Suitably qualified and experienced teachers are invited to write (with C.V.) for full details to: The Head of the British Section, Lycée International, PO Box 230, 78104 Saint Germain En Laye, France. (35999) 460000

SPAIN
THE AMERICAN SCHOOL OF
BILBAO

(145 pupils 3-14 yrs) Has an immediate vacancy for a qualified classroom teacher of pupils aged 3-6 yrs. Salary: 1200,000 (£2,690). Please write for full details and application form to the European Council of International Schools, 18 Lavant Street, Petersfield, Hants, GU33 3EW. Tel: 0780 68244, (44515) 460000

SUMMER JOBS abroad for
people aged 18-25

Experienced people aged 18-25 needed to organise activities for children on camping holidays in Europe. Mid-May to mid-September. Salary: £1000 p.w. plus expenses. Children's Courier Dept P4, Ltd., 6, 7 & 8 Saville Place, Piccadilly, London W1X 8BB. Tel: 01-431 9561, 01-431 9562.

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YEMEN
ARAB REPUBLIC
PRIMARY teacher needed for
expatriate school in
Yemen. Also teacher of English
and teacher of English as second
language for secondary and
junior age children. Must love
children and be able to handle
individual needs. Non-smokers
experience. Minimum two years
experience. Salary ranges from
\$13,300 to \$19,800.

Both posts would involve a two-thirds teaching timetable in the first year with the change to a full-time in 1986. The British Section provides 6 hours English Language instruction to about 500 bilingual children (aged 3-18) within the Lycée International. Salaries are French-related and benefit from French cost-of-living increases.

Suitably qualified and experienced teachers are invited to write (with C.V.) for full details to: The Head of the British Section, Lycée International, PO Box 230, 78104 Saint Germain En Laye, France. (35999) 460000

ZAMBIA
THE INTERNATIONAL
SCHOOL OF LUSAKA

Seeking applications from qualified and experienced Infant, Junior, Middle and Secondary school teachers and for a primary school teacher for the academic year 1985-86. Teachers who are experienced in teaching to 'O' level and/or 'A' level are particularly welcome. Apply as teachers at all levels who have experience in either a British or an American system.

The International School of Lusaka is a large multi-racial school, with 600 children in primary school, 300 in its middle school and 300 in its secondary school. It caters for children from ages five to 18, who are drawn from over 50 nationalities.

Applications, which should include a full C.V., number, should be sent to arrive in Lusaka by the end of January at the latest. Interviews will be held in London and the selected applicants will be notified. Preference will be given to teaching couples, but consideration will also be given to single teachers who are willing to share accommodation.

Please address all enquiries to: Mr. James Ambrose, Superintendent, International School, Lusaka, P.O. Box 50121, Lusaka, Zambia. (35997) 460000

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ilea Inner London Education Authority

Working for Equal Opportunities

The Authority is keen to hear from you if you want to help develop its work in equality of employment opportunities for black and ethnic minority employees, women and people with disabilities.

Programmes of action to improve equality of opportunity for ILEA teachers and support staff are being implemented. New posts have been agreed to help carry the work forward. We are inviting applications from those who have a strong commitment to equal opportunities for the following posts:

(a) Central Unit—Two posts, reporting to the Principal Equal Opportunities Officer.

Equal Opportunities Officer: Employment Monitoring

GRADE 7—To develop an overall strategy for monitoring the Authority's workforce in liaison with the Personnel and Research and Statistics Branches; to oversee the developed system and provide and maintain contact with Advisory, Union and community groups.

Equal Opportunities Officer: Disability

GRADE 8—To develop a comprehensive policy for people with disabilities; to co-ordinate implementation and monitor progress.

(b) Teaching Staff Branch—Two posts, reporting to the Senior Equal Opportunities Officer in the Branch.

Equal Opportunities Officer

GRADE 7—To assist and advise on conditions of service for teachers, grievance and discipline procedures and counselling work to develop equality of opportunity.

Equal Opportunities Officer

GRADE 8—To assist and advise on recruitment arrangements advertising provisions selection policies and procedures.

(c) Establishment Branch—(Employment Branch for support staff) Two posts, reporting to the Senior Equal Opportunities Officer.

Equal Opportunities Officer

GRADE 7—To assist in developing a system of monitoring, to consult with trade unions on equal opportunities policies, to be involved in grievance and individual cases with regard to all aspects of the equal opportunities policy, including sexual orientation.

Equal Opportunities Officer

GRADE 8—To assist in reviewing the recruitment and selection procedures for all employees, to offer advice on training needs and to develop positive action policies.

(d) Research and Statistics Branch—Four posts

Team Leader

GRADE 7—(Reporting to the Director)—Team Leader of the Employment Monitoring Team which will formulate and maintain a system to monitor routinely the equal opportunities policies affecting all ILEA employees.

Analyst/Programmer

(GRADE 8)—(Reporting to Grade 7 post above). To provide analysis and programming support to the Employment Monitoring Team.

Research Officers (2 vacancies)

(GRADE 10)—To assist the Team Leader on development and maintenance of monitoring and other work.

All the above posts will be supported by clerical staff.

SALARIES (Inclusive of London Weighting):

GRADE 7—£14,076 to £15,756

GRADE 8—£12,444 to £14,076 under review

Analyst/Programmer—£8,817 to £14,076

Research Officer—£8,817 to £10,779 under review.

Generous holiday and other provisions: Full details will be in the job descriptions.

If you are interested in these posts, please ask for further details from Personnel Services Division (EO/ESTAB 18), Room 366, The County Hall, London SE1 1NS. Please state for which post(s) you are interested in by clearly indicating the BRANCH, TITLE AND GRADE.

Closing date for the return of completed applications is 14 February 1985.

All posts are suitable for job sharing.

The Authority's Equal Opportunities Policy Statement States:

"The Authority is an equal opportunities employer. The aim of this policy is to ensure that no job applicant or employee receives less favourable treatment on the grounds of sex, age, race, colour, nationality, ethnic or national origin, marital status, sexual orientation, family responsibility, trade union activity, political or religious belief. Selection criteria and procedures will be kept under review to ensure that individuals are selected, promoted and treated on the basis of their relevant merits and abilities. All employees will be given equal opportunity and where appropriate, special training to progress within the organisation. Applications from persons with disabilities who have the necessary attributes for a post are welcomed. The Authority is committed to a programme of action to make this policy fully effective."

LONDON COLLEGE OF MUSIC

Applications are invited for the post of PRIVATE SECRETARY.

Application forms, with job description, available from The Registrar, London College of Music, 47 Gt. Marlborough St., London W1V 2AS.

Closing date for applications: 15 February 1985. (26166) 500000

Appointments Wanted

DRAMA TEACHER/THERAP.
1st requires work one day per week. Children or adults. Tel: Huddersfield 20481. (44064) 720000

TUTOR: well-educ. lady tch. prim. sch. age children at home. U.S.A. Trvl. abrd. Pres. U.S.A. Trvl. abrd. Pres. 1985. Box Legitim in July 1985. 17 U.S.A. 720000 (44518)



MOUNT SAINT VINCENT UNIVERSITY PRESIDENT

Mount Saint Vincent University Board of Governors invites applications, nominations and enquiries for the position of President. The appointee will be expected to take office July 1, 1986.

Mount Saint Vincent University is unique, being the only university in Canada whose primary orientation is to the higher education of women. Founded in 1925 by the Sisters of Charity, it is open to students and faculty of any religious affiliation. The university has a current enrolment of more than 3,400 full and part-time students and a full and part-time faculty of 212. It offers students a personalized education leading to undergraduate degrees in Arts and Science, Child Study, Education, Home Economics, Office Administration, Business Administration and Public Relations; Masters programs in Education; diploma or certificate programs in Gerontology, Business Administration and Secretarial Arts. The university offers special programs in Co-operative Education and with Dalhousie University via Teleview. The university is associated with Dalhousie University and the Nova Scotia College of Art and Design, and works closely with other universities in the area.

POSITION: The President is the chief administrative and academic officer of the institution and is responsible for implementing the policies established by the Board of Governors, and for providing leadership and direction for the university.

QUALIFICATIONS: Candidates should possess a strong commitment to a liberal arts core; university teaching experience; demonstrated ability in administration; some experience in dealing with governments; fiscal management; faculty, student and community relations; and attitudes compatible with the character of a women's university and the Catholic tradition of the university.

Applications with curriculum vitae should be sent by March 15, 1985 to:

Dr. Susan Clark, Secretary
President Search Committee
Mount Saint Vincent University
166 Bedford Highway
Halifax, Nova Scotia B3M 2J6

In accordance with Canadian Immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents.

(0849)

Childcare

SECOND ASSISTANT OFFICER £6,891-£8,031

Required at Chevots, a centre for children with developmental difficulties.

Chevots is developing its services to families by providing a package of care and support. We need someone with experience of working with children with developmental problems who is able to provide the expertise to support families in the community and help establish programmes of care for children with special developmental needs.

The post is an additional one to the present establishment to help operate short stay, day care and family visiting services. The Home is ideally situated in a pleasant part of Enfield, close to shops and local amenities.

Applicants should have a suitable qualification and/or experience.

For an informal discussion or visit, please contact John Bull, Officer-in-Charge, Chevots on 01-363 4047.

Application forms from Director of Social Services, P.O. Box 89, Civic Centre, Silver Street, Enfield, Middlesex EN1 3XL. Telephone 01-366 94067. Closing date 18.1.85. Please quote reference 58/008.

(0781)

London Borough of

Enfield

Social Services

Miscellaneous

LONDON EC2

TUTOR

Hucknvy, London EC2
£7,858 p.a.

Project: Fulltime job in community and social work. The tutor will be responsible for the training and supervision of a team of social workers. The tutor will also be responsible for the development of the team's work.

You would work with a team of social workers on a 3 month basis. You would be responsible for the training and supervision of a team of social workers. You should have previous experience in social work, and a degree in social work or a related field.

Accommodation at an economical rental is available if required. Informal enquiries may be made to Mr L.P. Fay, Head of Personnel Services, Tel: 01-262 35977.

Application form and job description available from the Director of Social Services, Room 3102, Town Hall, Civic Centre, 61, Gt. Brunswick St., London EC2A 3EJ. Tel: 01-262 35977.

Closing date for return of applications 18th January 1985. 520000 (44518)

ALTERNATIVES

Full-time, part-time, experience, salary. Careers in TV, radio, film, advertising, publishing, etc. in London, Manchester, Birmingham, etc. Tel: 01-262 35977.

060000 (44518)

ROTHERHAM METROPOLITAN BOROUGH OF

ROTHERHAM MANAGING AGENCY

Applications are invited for the following post: 650 place Y.T.S. agent.

Required to supervise, monitor and control the on-the-job training element of the scheme. The agent will be responsible for the recruitment and selection of trainees, and for the provision of training and supervision.

Further details from the Managing Agency, Rotherham, 650 place Y.T.S. agent. Tel: 01-262 35977.

060000 (44518)

PLACEMENT SUPERVISOR OFFICER (N.C. SCALE 5)

Required to supervise, monitor and control the on-the-job training element of the scheme. The officer will be responsible for the recruitment and selection of trainees, and for the provision of training and supervision.

Further details from the Managing Agency, Rotherham, 650 place Y.T.S. agent. Tel: 01-262 35977.

060000 (44518)

Closing Date: 22nd January 1985.

G. Crane, Director of Personnel Resources (66024) 560000

MISCELLANEOUS

continued

Ferranti Computer Systems Ltd.

Could you use your Physics, Electronics or Computer Science qualification in Ferranti?

Naval Combat Systems Bracknell and Portsmouth

Ferranti real-time computer-based Command and Weapon Control Systems are in operational use in well over 80 surface ships and submarines. On this sound base of proven experience we are expanding to cope with new contracts from home and overseas. Our systems incorporate powerful main processors and micro processors and utilize distributed processing and advanced design techniques.

Projects include: * Naval Command and Control * Gun Fire Control * Missile Control including Seawolf * Submarine Surveillance Systems * Submarine Weapon Control.

We are looking for potential Systems Engineers. A degree in Electronics, Physics or Computer Science and an interest in naval computer applications could qualify you. Suitable training will be provided on Ferranti Hardware, Software and System Design Methodology.

If you are looking for job interest, technical responsibility, project work that will stretch your ability and an opportunity to travel overseas then send for an application form. Positions are available in both Bracknell and Portsmouth.

Ferranti offers company benefits including competitive salaries, flexible working hours, productivity bonus and assistance with relocation expenses.

Please telephone or write, quoting reference: B 942TES, to: The Recruitment Section, Ferranti Computer Systems, Western Road, Bracknell, Berks RG12 1RA. Tel: Bracknell 483232, ext. 3471. (0756)

FERRANTI
Selling technology

NORFOLK MUSEUMS SERVICE

DEPUTY CURATOR

(Education) King's Lynn Museums

Scale 4/5 £6,264-£7,896 (pay award pending)

There is an opportunity to continue the expanded educational activities in two King's Lynn Museums in this challenging and worthwhile post. The main education work is intramural teaching of school parties but also includes adult work and practical activities. The post also includes curatorial work in connection with the Social History collections.

Candidates should have a degree and successful teaching experience, preferably with an historical bias. Museum experience is required, together with administrative ability.

The Lynn Museums have collections of archaeology, local history, natural history, industrial history, including the Savage engineering and fairground collection. The Social History Museum has costumes, furniture, glass, toys and a small brass rubbing centre. Both museums have an active programme of temporary exhibitions.

Further details and application form from the Director, Norfolk Museums Service, Castle Museum, Norwich NR1 3JU. Closing date 4th February 1985. (0626)



SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY.
- Temporary housing may be available.
- Generous relocation expenses in approved cases.

TEACHERS FOR TRAVELLERS CHILDREN - SCALE 2

Applications are invited to complete the team of specialist teachers for travellers children. It is intended to establish a team of up to 12 such teachers on Scale 2 across the County with effect from the commencement of the Summer Term 1985 and until such vacancies remain to be filled in the South-East, South-West and North-West Areas of the County.

Re-advertisement: previous applicants should state if they remain interested in these appointments but formal re-applications are not necessary.

Further details and application form available from County Education Officer (TP/PEB), County Hall, Kingston-upon-Thames, KT1 2D. S.a.s. please. Completed applications should be returned not later than 18 January 1985. (0619)

OUTDOOR EDUCATION

continued

ADVENTURE CENTRE

MANAGER

PGL, the leaders in adventure holidays for children, require a Manager for their Telford Adventure Centre (from February - October, 1985). Situated adjacent to the Brecon Beacons National Park, this centre operates a wide range of outdoor activities for up to 80 pupils.

Required skills are management plus organisational and administrative ability. Useful experience would include working with children, and contact with teachers and a knowledge of safety and outdoor activities.

Please send C.V. or request application form from Gill Hunter, Personnel Manager, PGL Young Adventure Ltd., 902 Station Street, Rowan, Weymouth, Dorset DT9 5JH. Tel: (0998) 64211. (72552) 680000

GLOUCESTERSHIRE

Wanted: experienced language teacher for working (mainly) for our language and activity centre in Northern France. A minimum of 2 years' experience in a similar position is a real possibility.

Tel: TOPS Holidays (0989) 65666. 680000 (89522)

SCHOOL JOURNEY

and activity holidays at the Scottish Borders. Candidates should be experienced in giving. Phone 0833 673437 for details. (15823) 680000

WEST LONDON

continued

BRUNEL UNIVERSITY OF WEST LONDON

continued

DEPARTMENT OF EDUCATION STUDIES

The Department of Government Studies and Administration offers the advanced study of POLITICAL SCIENCE AND GOVERNMENT. A COURSE IN PUBLIC ADMINISTRATION.

The EDUCATION OPTION examines issues in educational policy and practice. It is relevant to the needs of administrators at national, local authority and institutional levels. The course is recognised by the DES as a course of training for serving teachers. It is relevant to the needs of administrators at national, local authority and institutional levels. The course is recognised by the DES as a course of training for serving teachers. It is relevant to the needs of administrators at national, local authority and institutional levels.

Other specialist options available on the course include Community and Local Relations, Health, History of Social Policy, Planning, Personal and Social Services, Social Security and the Voluntary Sector.

The course is offered both for one year full time and over two years part time. Attendance of one day a week is required. Applications should be sent to: The Registrar, Brunel University, Uxbridge, Middlesex UB8 3PH. Tel: (0895) 55555. 700000

EDUCATIONAL COURSES

NOTTINGHAMSHIRE COUNTY COUNCIL

EATON HALL INTERNATIONAL

PRELIMINARY CERTIFICATE IN TEFL

LICENSED DIPLOMA IN TEFL

DIPLOMA IN TEFL (DIP. TEFL)

A combination of Distance Learning followed by Residential Block for teachers or graduates with a minimum of 2 years' experience. Distance no problem.

Write for details to: The Registrar, Eaton Hall International, Retford, Nottinghamshire DN22 0PS or Tel: (0777) 70441. (26527) 700000

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